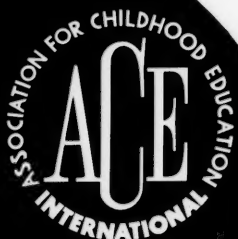


Childhood Education



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September 1957

Journal of the Association for Childhood Education International

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For Those
Concerned With
Children 2-12

To Stimulate Thinking
Rather Than Advocate
Fixed Practices

1957- That We May Explore
1958 Resources for Learning

Childhood Education

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Back to school again!

Courtesy, Mrs. Henry Toedtmann

That all children may learn WE must learn

THAT ALL CHILDREN MAY LEARN *WE* MUST LEARN. *WE*, WITH A CAPITAL *W* and a capital *E*, to help us to inflect it properly and to get ourselves into it. Our concern is world wide. We are herewith challenged to identify ourselves as very special persons concerned with children, persons who *must* learn and continue to learn, that they *all* may learn. It is indeed inspiring to be one of the people on whose concern the next generation's potentiality depends.

Do Better What We CAN Do

What must we learn? We must learn to do better what we *can* do and what we *DO* do as parents, as teachers, as citizens, as members of ACEI. Many of us have things to unlearn; and that is the hardest kind of learning—the unlearning. Our indentifications must be expanded because we must expand children's indentifications. If we are tight, close little people, we do something to restrict the indentifications of children; and in this troubled world, that is a very important matter. *Our* human relations must be benign and outgoing, so that *they* can experience those benign, warm, outgoing human relations, as a climate conducive to their own well-being and to the well-being of all others. There are things which children learn growing in that kind of climate, with that kind of human relations. They are not on page 69. They are not in the course of study. They are not required by edict. But they are required for human survival.

We must learn how important environment is as a climate and conditioning factor in the development, growth and learning of the rising generation—of *all* children. In a school, the conditions of that climate are largely of the teacher's making, whether he is teaching in one of our beautiful schools or in a hovel. Children are ever learning. All who are concerned with them must learn that all children's learning is conditioned by the climate in which the learning is going on. We must learn what to *DO* about the environment.

Learn NOT to Do Some Things

We must learn also NOT to do some things. I do not believe the old saw that you never learn from the negative. We certainly *do* learn by considering the distance between the negative and the positive or

(Continued on page 50)

Laura Zirbes is professor of education emeritus at The Ohio State University, Columbus. This article is a condensation of her talk at the 1957 ACEI Study Conference in Los Angeles.

Resources for Growth in Science

Since science occupies a prominent place in the world today, children need opportunities to deal directly with life around them. Reading and verbalizing about science are not enough. Children learn science concepts through active investigation, says Clark Hubler, of Wheelock College, Boston.

AS EDUCATION KEEPS STEP WITH THE life about us, science plays a greater role in the education of children. Science for children is not a technical subject but deals with everyday realities familiar to both children and teachers. Merely reading science books is not in accord with the way children learn. Obtaining and using suitable teaching resources is of utmost importance.

Words help children to interpret their experiences but can be no substitute for them. Anyone who has attempted to explain to a color-blind person a color he never has seen will recognize the impossibility of explaining something completely beyond a person's direct experience. The child who was unable to find his red ball because it looked so much like the green grass insisted vigorously that he knew the difference between red and green. Apparently his experience had not given the words their usual meaning.

Books are useful, but direct experience will develop meanings that no book alone can possibly convey. A third-grade class had a variety of books at hand to help answer some of the questions that arose in doing electrical experiments. One book said an electric current must have a complete circuit. That was fine, but to the other children the explanation

Jennifer had worked out for herself was more meaningful: "If you unhook it here, it won't ring."

Some of the girls, when they got courage enough to touch the wires, found that they could not feel a thing—a learning not found in their books. They had feared an electric shock, but the voltage from a dry cell is too low to give a shock. In another book the children found more information and concluded it is the higher voltage of the house circuit and the wires outside that are dangerous. Their own experience had helped make the words of the book meaningful. Without a dry cell, wire and a bell, the experience would not have been possible.

Making Investigation Meaningful

Science is pursuit of understanding by the most effective means possible. The most effective means has proved to be through direct investigation—much as children are apt to do spontaneously.

One day after a rainstorm the nursery school children found an earthworm on the playground. A glass jar was obtained, dirt added, and the worm placed inside. In the classroom the children watched the worm move through the dirt and spoke about the way it was able to move without legs. The children ab-



"... direct investigation—much as children are apt to do spontaneously."

*Courtesy,
Superintendent of Schools, Alameda County, Calif.*

sorbed considerable information about behavior of worms and their life in the soil. Because the experience had proved rewarding, a salamander was brought to class; then a turtle, a beetle and other animals were observed and compared.

Where children have ample experience with the materials of their environment there is no need for the teacher to know all the answers in advance. The children can learn in a much more stimulating manner from the resources themselves. Learnings gained are more functional. When a first-grader asked what made the red in his thermometer go up and down, the teacher suggested he place the thermometer outside in the cold for a while. Later the thermometer was brought back into the warm room. The child learned that heat and cold caused the change—a

functional explanation suitable for the child at his age, more meaningful than a verbal explanation of expansion and contraction.

In the second grade, while bean seeds were being placed on a moist blotter to sprout, one girl was most disturbed and insisted that unless some of the beans were inverted they would grow down instead of up. The teacher asked her to wait and see. When the seed sprouted and the shoots turned upward, the child was amazed.

"I always wondered why the seeds come up and not down," she said.

What a child sees for himself is convincing. Direct investigation is an effective way to learn, as stimulating for the teacher as for the children. It deals with realities rather than with abstractions.

Essential Materials

Leadership should be exercised in the schools to help teachers obtain in advance the resources likely to be needed, whether the necessary items be constructed, improvised, collected by children or purchased. Otherwise the inevitable delay will become a hindrance to the science program.

Most teachers are aware of advantages inherent in welcoming whatever resources a child may bring to school. But children cannot be expected to provide all the resources of the science program. The school should supply essential materials. The children in one third grade, for example, were stocking an aquarium. One nervous and unstable boy said that he could get some water plants from a pet store near his home. The teacher said, "Are you sure?" He nodded and said he knew just what was needed. Several days passed by and the fish were still without water plants. In desperation the teacher looked directly at the boy and said, "Well, we certainly haven't made much progress in fixing the aquarium. A certain person *promised* to bring plants, but we have waited and waited, yet no plants." At this point the boy broke down, put his head on the desk and cried. The contributions children make voluntarily are worth while, but a well-rounded program cannot be based entirely upon what children are able to bring. The child may forget simply because a program devoid of teaching materials is not vivid and stimulating enough; or he may have no conception of the difficulties involved in obtaining what he promised to get. He may be willing and eager to please, yet not fully understand what the article is that he promised to bring. If the school provides suitable materials, the children will be

able to understand and will be encouraged to contribute other similar articles voluntarily.

Materials Available when Needed

Suitable resources should be gathered in advance. Tin cans can be used for many purposes. With holes punched in the bottom for drainage, they serve as excellent flower pots. With both ends removed, then cut lengthwise, they serve as a source of sheet metal. Cans with enamel inside can be used as one of the few adequate substitutes for Pyrex beakers when heating liquids. A tall can with ends removed, placed over a burning candle like a chimney—but lifted enough for air to pass beneath it—will show how heated air circulates. There are countless other uses for tin cans, glass bottles and jars of all descriptions, iron and copper wire, scraps of lumber or old packing cases, nails, twine and similar items. These should be gathered when seen and easy to obtain, for at the moment of need they may otherwise be virtually impossible to locate. In a rubbish barrel one boy found a much-needed dish pan that later served his class as an adequate aquarium tank. The enamel was chipped, but the pan would hold water. When frogs' eggs were discovered in a nearby pond, the tank was ready. The children were able to watch tadpoles develop from the eggs.

Full use should be made of community resources. Within walking distance of the school there may be a bank of rock which will show how rocks weather. A nearby stream may be small yet effectively exemplify the erosive action of flowing water. Somewhere outdoors there may be a stump with its annular rings plainly evident or bushes that will show how new growth develops at the tips of

branches. Perhaps the weather vane on a building within sight can be used to record wind directions while studying the weather. The transformers at the substation nearby can be observed while studying electricity, yet without a long, expensive trip.

The school principal should be consulted about articles that must be purchased. Most orders are placed in the spring. The local high-school science teacher may be able to help with items that need to be ordered from a scientific supply house. The cost of suitable equipment is not great; nevertheless, where the budget is limited the most essential items can be purchased first.

Ample Resources Needed

With active investigations under way enthusiasm will spread to the entire pro-

gram. Children will read willingly, actively seeking information. Written and oral reports made with spontaneous enthusiasm will aid the language arts program. A cooperative, democratic atmosphere will develop as children work together to plan, investigate, pool findings, reach conclusions, and look forward to new investigations. The children learn to collaborate in common undertakings, each individual contributing whatever he can find in books or discover for himself that will shed light on the problem under investigation.

While working with real materials, children become adjusted to an ever-changing world in which science occupies a prominent place—a large order for the classroom, but one the children themselves will gladly fill if given opportunity to deal directly with the realities of life about them.



To LOOK is one thing.

To SEE what you look at is another.

To UNDERSTAND what you see is a third.

To LEARN from what you understand is still something else.

But to ACT on what you learn is all that really matters, isn't it?

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Creative Expression

in

Language By RUTH G. STRICKLAND
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Art By MARIE L. LARKIN
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St. Louis, Missouri

**Rhythms
and Dance** By ROSE MUKERJI
Instructor
Brooklyn College
Brooklyn, New York

Language

By RUTH G. STRICKLAND

Because we are human, messages flow in and out of our minds in constant procession through the medium of words. It is our most unique quality and heritage—the one which most distinguishes us from all other forms of life. Communication involves the meeting of minds, and man alone can do it through language. We accomplish it through the use of all four of our methods of utilizing language—listening, speaking, reading, writing.

Of course, a little child is listening and reading long before he learns any of the word symbols that will later become the basic ones of his mother tongue. He listens to sounds and voices and learns to associate certain types of sounds with movements and activities of people he comes to know. He learns to interpret voices and the attitudes they express. If

the voice is loving, appreciative and encouraging he responds in one way. If it is sharp, accusing, displeased or discouraging he responds in another way. He learns to read and interpret the facial expressions, gestures, bodily tension and other physical expressions of the attitude of the person who bends over his crib or picks him up. Later, he associates sound symbols, words, with people and experiences and expands the scope of his communication.

A teacher can read children's reactions without words. Sparkling eyes and evidence of eager anticipation or participation tell him one thing while eyes that look on with apprehension, bewilderment or disinterest tell him another. A teacher communicates his feelings to children wordlessly too—his faith and appreciation or his distrust and lack of appreciation or even his dislike shine through for the children to read.

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Speaking and Listening

Communication through language plays the leading role in the school curriculum at all levels from nursery school through graduate school. It operates in the classroom when the teacher speaks and the children listen, when they speak and he listens, and when there is verbal interaction among the children. In oral communication both or all communicators are active—sometimes speaking, sometimes listening—tossing the ball back and forth, so to speak. The minds of both the giver and the receiver are active if true communication takes place. Mind reaches out to meet mind. The kind of listening a child does depends in a number of ways on his experience. If he is in the habit of being listened to with respect and appreciation, it is easier for him to listen, to reach out with his mind for the thinking of others, than if people have disregarded or shown little interest in his thought and expression. Actually, listening is very much like reading. One must recognize the sound symbols he hears, put meaning into them, react to them, and weave them into larger patterns of meaning. He must throw the whole into perspective so that the important points, the peaks of meaning, stand out clearly, while subordinate meanings fall into the background.

Experience Gives Meaning

If the child's experience has given him meaning for the words he hears, he can react to them with his mind. If the way words are strung together in sentences and units of thought is familiar to him, he can react to them with meaning. If the speech sounds familiar, if it is like that which he knows in his home and community life, it will be easy for him to react. If the speech that is most familiar to him is of different quality, spoken

with different accent, or appears to vary in meaning from what he is hearing, listening will be difficult. Young children in kindergarten and first grade are sometimes considered inattentive, careless and even disobedient because they fail to catch and properly interpret the teacher's speech. The teacher's verbal signals differ from those the child is accustomed to and he is not sure of their meaning, not clear as to what response is called for. Bewilderment may in time lead him to give up trying to understand and to content himself with his own thoughts and his own inner life.

Divided Attention

Today's children who spend much of their indoor time either watching television or doing other things in the proximity of the television screen are learning to give fringe attention to the sounds that come from it while they go about their play or other business. Teachers in both this country and England are discovering more and more children who have difficulty giving full attention to concentrated listening. Both television and radio ("wireless," as the English call it) have caused children to form the habit of dividing their attention and giving less than full attention, less than the necessary mental effort to some of the essential listening of the classroom. Some children at all grade levels need special help with listening. All children need to discipline and mature their listening so that they can more often and more effectively participate in a real meeting of minds.

Self-Confidence

All children have had a good deal of experience with talking before they come to school, but even as late as sixth grade some of them need help to build suffi-

cient faith in themselves and in others to express opinions or to participate freely in verbal interaction. The child who has been listened to with respect, who has been able to get his meaning across to others without difficulty, has probably learned to express himself with ease and confidence. The child who has been shown little consideration and little respect for his ideas, or for whom clear expression is difficult, has probably become less and less communicative. We strive in school to help every child develop honesty and originality of thought. We strive to give him confidence in himself and faith in the interest and good will of his listeners which permit him fearlessly to express that thought to others.

Reading Demands Double Duty

Reading material on a printed page differs in some ways from listening and talking. The writer has put his thought onto the page; but he is not at hand to help interpret it through tone of voice, gesture, facial expression and bodily attitude. The mind of the reader is the only active one in the situation. He has actually a double duty to perform—that of recognizing and putting meaning into the word symbols and that of reconstructing attitudes, hidden meanings and emotional overtones revealed to him only as his mind searches for them, draws them out, interprets them. That may be why some children who appear to have few problems with word recognition find it difficult to comprehend much of the material they encounter, particularly in the content subjects. Perhaps they are not clear enough in their comprehension of word meanings to blend the separate meanings into a comprehensible whole. Perhaps they are unaccustomed to using sentences of the complexity and maturity of the printed material they are trying to read—or perhaps, if they or their

parents are of foreign-speaking background, the structure of the sentences and the word order differ from what they are in the habit of using. Perhaps they do not have the background of experience, the mental material, with which to build the mental pictures called for by the text. They cannot interpret clearly what is not clear to them. Nor can they, through their oral reading, help others to conjure up clear and accurate mental pictures when they lack them themselves. Understanding precedes interpretation or is simultaneous with it; no amount of practice or drill of any conceivable kind can make children good interpreters of what is not clear to them.

Writing

Writing also differs from oral communication. The writer who seeks to communicate with another mind through the symbols he sets down on paper assumes certain obligations. He must make his words carry his meaning clearly, so he must choose them with care. If he wishes to create certain attitudes or bring about certain action, he must give thought to the emotional tone his words convey and the reaction they are likely to produce. And, since what he puts on paper for others to read paints a picture of him, he is concerned (or should be) that it be legibly written, that it be spelled correctly, and that "traffic signals" be put in at the right points so that the reader will glean his meaning with ease and without any irritating experiences with mechanics of communicative form.

Communication of Meaning

All communication through language is communication of meaning. Teachers are concerned with developing each child's communication skills to the highest and most effective level he is capable of attaining. But they are also deeply

concerned with what the child communicates—the content of his mind. Teachers are concerned with the kind and quality of mental pictures a child has stowed away and the accuracy and wholesomeness of the knowledge he has amassed. They are deeply concerned with the quality of thinking he does and with the values he holds.

A child learns his culture as he learns his language. He builds himself as he builds his communication skills. Just as understanding should precede practice, so should wholesome and clear thinking underlie communication.

We want children to communicate with ease and effectiveness. To do this, each child must do it in his own best way. Through our teaching we should say, not "Be like us," but "Be like yourself, now and always"—and help each child become his finest self.

Art

By MARIE L. LARKIN

"IT'S A LOVELY RAINBOW," SAID THE teacher as she looked at the paint-daubed sheet of newsprint which the five year old thrust into her hands.

"It's not," said John. "It's a strawberry soda. Those things on the plate are 'pig-newtons' what you eat with it."

Communication through art had indeed broken down.

Irwin Edman in *Arts and the Man*¹ said that, "Art is the name for the whole process of intelligence by which life, understanding its own conditions, turns them to the most interesting or exquisite account." John's account of the beautiful, a strawberry soda, did not coincide with the teacher's concept of beauty. This was the visual attempt at communication.

Teachers who have watched young children brimming over with ideas, painting with enthusiasm, often wonder how

these same children can grow into unimaginative, uncreative adults. Perhaps the answer lies in the breakdown of communication which inevitably seems to take place in our system of education as curricular requirements begin imposing rigid restrictions.

Communication in earliest cultures made use of many non-verbal forms such as sign language, smoke signals, drum beats, drawing and painting. The Egyptian hieroglyphics were a picture-symbol form of communication. The invention of the printing press introduced a literacy in word or verbal form. Verbal literacy has continued to flourish, but there has been a marked decline in literacy in the arts. Educators are only beginning to be concerned.

Art—Child's Language

No artist-educator would disagree with the present emphasis on science. He believes that the so-called "fundamentals" are important. He would probably disagree with the often limited definition of the word "fundamental." The artist in education does believe that it is not only fundamental but imperative that children have outlets of expression through art activities. Art is a language for children. It is so normal an activity that most young children believe that everyone paints or colors just as everyone talks or sleeps. Bomb-scarred walls in Milan were adorned with crude childish drawings in tar even before the debris of war had been cleared away. The roped-off playground streets in New York serve as asphalt backgrounds for drawings in chalk or dusty red brick. Artistry and inventiveness will out. All too often we do not place enough emphasis on this need for expression in our school curriculum.

Ways to Communicate

To illustrate the breakdown in communication which takes place in our

¹ Edman, Irwin, *Arts and the Man* (New York: W. W. Norton & Co., Inc., 1939.)

educational system today, let us look at the physical picture of our classrooms. The kindergarten is generally a spacious room. It has blocks for building, drums for beating, horses for riding, easels for painting, costumes for "dressing up" and many other media for expression. This situation often prevails through early primary—then an anomaly occurs. As children grow larger and seemingly require more space, we begin to pen them up. Working areas become smaller. Desks are arranged in traditional rows. In some schools, areas for inventiveness and creativity almost cease to exist. We begin in earnest to teach facts and figures and to strive for national norms. Over a period of time something quite apart from planned outcomes begins to take place. An ugly form of communication becomes evident in increasing vandalism to schools. Books are destroyed, walls are spattered and marked, window panes are broken. Destructiveness speaks loudly. Seeds of rebellion are sown when freedom and imagination are curbed.

While an arts and crafts program is helpful, it is no cure-all—no more than a vigorous program in physical educa-

tion or music or additional aid in guidance. An arts program can open channels of communication hitherto unprobed by other subject matter fields. Various media provide different ways of saying something. A child may touch and feel the form of clay without looking at it. He may pound it or shape it in the image of his feeling. Painting offers a different type of opportunity. Young children allowed to paint have a far greater chance of understanding word meaning when they can illustrate their own stories. Communicating through a visual image may be the easiest way for shy children to speak.

Expression of Self

Art as a means of communicating human values may unfortunately become a propaganda medium. It has been used toward such an end by countries which regard authoritarian concepts and political advantage above human rights. So sinister a purpose does not exist in American school art, but similarities exist in methods which produce sterile expression. A limited teacher who does not understand or who fears the freedom which must necessarily accompany the art pe-



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riod usually sets the goals, dictates the processes and gets in return a stereotyped response. The only thought expressed is that of the teacher. In contrast, a teacher who is able to enjoy the freedom of an art period with a group of children and who knows the values of inventiveness, individuality, and self-expression will get a far more valid product. An art product which may seem "out of proportion" to an adult may be communicating emotional proportions of great value in understanding the make-up of a child.

The wise teacher realizes that expression coming from self in an atmosphere embracing freedom will be of greater value than an imposed, dictated product.

Extending Communication

Communication through art is first an individual affair before it can be on a sender-receiver basis. A child must have formed a sensitivity to his environment and some working knowledge of tools and processes before his message is communicable in art form. To extend a child's communication through art media one must understand something of his thinking and perceiving. Meaningless repetition of the same form might indicate that the child's expression is blocked. A teacher may help a child overcome this block by discussing relationships within his painting or helping him to become aware of the richness in his environment. One can only express within the context of what one perceives.

Teachers often need help in recognizing the stereotyped response. Without recent training in art education or adequate consultant help in art, some teachers may even praise stereotyped art. The child who always draws horses or the child who draws figures in the same position usually does so as a security measure. He is unable to extend his communi-

cation beyond his first accomplishment for which he once was praised. Good teaching will identify with the needs which the child is expressing at this sterile stage in his development and help him to move into creativity again.

Children's Standards

Accepting the symbols in child art is often difficult for the perfectionist who judges children's art by adult standards—yet symbols may be far more revealing than literal art.

To understand the message which valid art communicates, whether it be children's or adults', one must understand something of the nature of himself. Art education has gradually evolved from the copy book, the iris and salvia age of painting, the photographic age of realism, into a healthy, free, joyful form of expression. Some adults are fearful of the new; some are threatened by the symbol forms in art and reject them in vehemence as they cry for reality. Such action reveals little about the art but much about the person. This is not meant to imply that all symbol or modern art is good. All such art does not necessarily convey a message. It may say that the would-be artist is as yet a poor craftsman attempting to "get by." It is also possible that the art may be an exquisite jewel of communication.

The language of children is a beautiful language whether it is expressed in song, dance, written or art form. For this reason we must learn to look, to listen and to love, before we judge.

Rhythms and Dance

By ROSE MUKERJI

WE ALL RECOGNIZE THAT CREATIVITY in every area has roots. None crystallizes from thin air just by our wishing it

so. These roots are common to all forms of creative expression. They may be a bit harder to cultivate in creative rhythms and dance where, for the most part, we as teachers have less personal experience for intuitive responses to children. Still, in dance—as in all the expressional arts—creativity is a living thing which grows (1) from the seeds of many experiences; (2) through a person who feels, thinks, sees and reacts; (3) in a climate of freedom, encouragement and appreciation; (4) *in jogs and spurts as a person tries to express himself in a way that has meaning for him, his individual self, his unique and most sensitive self.* If this is true, does not the teacher best serve the child by keeping “hands off?” The answer is sometimes “yes”—sometimes “no.”

How then are we as teachers to know when to offer a “helping hand” and when to keep “hands off?” Fortunately there are guideposts to help us. Let us examine the four characteristics of creativity for clues about the teacher’s role.

From Seeds of Experiences

The first need is for a background of many experiences. In this area our path is clear. We can supply *materials*—toys, blocks, songs, trips, musical instruments, guppies, stories, poems, moss, stones, paints, clay, hammers, saws and wood. These become the raw materials for creative response, provided that space and time are also available to translate them into new expression.

We can provide *space* for using materials and space for bodies to react freely and expansively with and to them. Moving tables and chairs is real work for improving group living and helps make space. Sometimes just turning a few tables upside down on top of others solves an “impossible situation.” But an open square marked off by four rows of chairs

may not be the most stimulating arrangement of space. Some furniture offers space to weave around, to wiggle under, to get behind and to use as a cozy resting place. We can also provide the wide outdoors, especially as we free ourselves from piano benches. Then we can arrange for *time* that is sufficiently fluid to allow fascinating discoveries to expand with their own momentum and not be stifled by the rigidity of a clock always separating “working time,” “singing time,” “reading time” and “rhythms time.” Surely in providing many experiences and materials, with flexible space and time, we can offer the “helping hands” which open the doors to creative rhythms and dance.

Feel—Think—See—React

The second need is for persons who feel, think, see and react. These qualities cannot be limited to the children who seek expression or the teachers who guide them. Children and teachers must constantly interact and illumine the moments of experiencing and discovering together. They must seep beneath the casual and touch the tender, sensitive layer of feeling. Often our conversations with children dwell on banal and accepted pleasantries. Instead, in a quiet listening-talking time, we may share our deeper feelings.

How do you feel standing on a high hill with no buildings around, or lying in the grass with your eyes shut? What do you think about when everything is quiet and you are almost asleep? Where do you like to go when you want to be alone? How does it help you? How do you feel inside when someone shouts at you?

All these thoughts and feelings can be used as an impetus for expressive movement. For example:

When a group was talking about “laughing” Ellen said, “Laughing is bubbles that can’t stop bouncing.” The teacher asked, “Can

you say the same thing with your whole body?" Soon Ellen was hopping irrepressibly from side to side, then jumping loosely, quivering to a climax which ended in a satisfied bundle on the floor. Similarly, leads such as "What is strong? What is very, very slow? What is angry? What is happy?" can be translated into rhythms and dance which are rich with individual and distinctive reactions to feelings which are personal and important to children.

Freedom—Encouragement—Appreciation

The third need is for a climate of freedom, encouragement and appreciation. Here especially we as teachers are constantly balancing between "hands off" and "helping hands." In the delicacy and skill of our balance lies the scale of children's creative expression. Freedom provides the scope for "trying out," for "making mistakes," for "discovering" and for "changing our minds."

The block area has a corral in progress. The builders start bucking the toy horses with mounting enthusiasm. Soon they find themselves transformed into these broncos. The teacher may pick up their rhythm with a tone block or offer a few rhythm sticks to intensify the hoof-beats. As the activity reaches a climax, he may provide a path for the needed quiet contrast with a song that

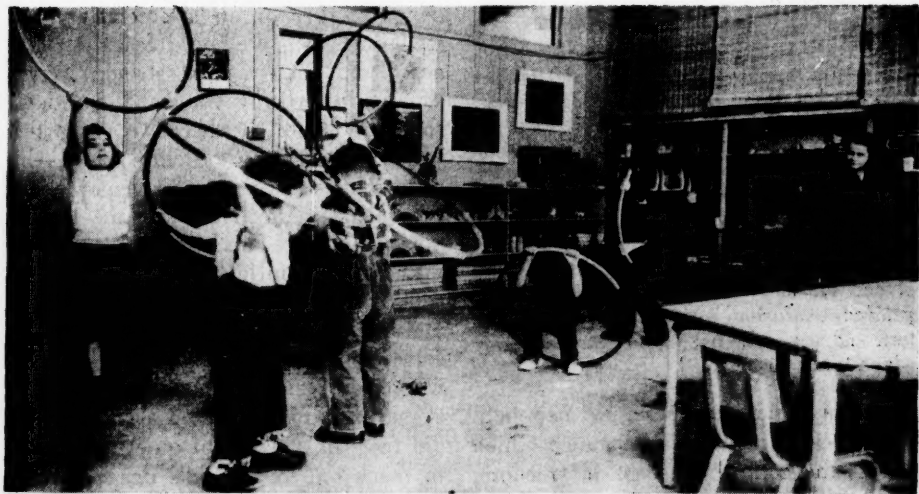
brings them back to the corral for the night. But he would do this only if they cannot "unwind" by themselves.

A similar instance may well find one of the children stopping his gallop long enough to bang energetically on the drum, while another breaks into a fragment of a song which sparks the idea of a rodeo. Soon half a dozen imaginary lariats are swinging through the air. In the process a few blocks are knocked down. "Hey, we gotta fix the fence. It's broke." This is the signal which switches them back to the blocks.

As they use their freedom to move naturally from dramatic play to rhythms, selecting instruments as desired, singing as they choose, this is clearly a time for "hands off."

How much easier it is to give encouragement to the child who is doing something which we readily recognize as rhythmic expression! The smile; the quiet, appreciative watching; the friendly comment—all these come naturally to a sensitive teacher. But how do you encourage the child who will not participate but who signals you with his sidelong glances which belie the turned-away shoulder?

One group, as jets, was buzzing fiercely through the skies and making expert three-



Each child's expression is uniquely his own.

Courtesy, Brooklyn College, N. Y.

point landings. Their own verbal accompaniment was much steadier, more appropriate than any musical accompaniment could be. Alan, who had not yet joined any dance activity, sat watching them in a way the teacher interpreted as his being on the brink of participation. During a lull she suggested: "Since Alan was so quick to see every single plane, he would make a fine one for the observation tower to see that all planes come in for a safe landing." Here was an opening that brought Alan into the dramatic situation without requiring anything of him that he was not already doing. Suddenly, however, his one small arm shot out and pointed to a "jet" which caught the signal and came in for a landing. Then another arm guided the circling maneuver of other planes. When one child said, "He should be up high 'cause the tower is up high," Alan promptly stood on a few large blocks. At one point he started turning slowly and announced, "I'm the signal light." So he was!

Another frequent problem for teachers arises in knowing how to encourage the child whose movements seem erratic or formless and are used mostly to set the others off into giggles and silly imitation. Shall we remove him from the group until he is "ready" to work with them? Or can we find some small germ in what he is doing and try to lead him into a pattern which can give him the attention for which he is bidding?

A storm was brewing outside. As the sky grew darker there was a mounting restlessness in the group, and little Jim was leading the group away into meaningless confusion. The teacher may suggest: "Can we watch Jim's movement and see if it reminds us of some part of a storm?" It can really be quite effective in capturing the jagged sharpness of lightning. But storms build gradually—then subside. Here we can redirect disorganized confusion into an expressive pattern and yet make use of the intense energy which needs to be freed.

In ways such as these, we can help nurture a climate of acceptance which builds the control inherent in freedom, as children receive support in the particular way they need it.

Expression Unique to Child

But basically the teacher's role in providing rich experiences, time and space for experimentation, and a climate of interest and acceptance is only the prelude to creativity in rhythms and dance. Fourthly, *the actual creativity is the child's province*. It is he who makes the moment of dance glow in its expressiveness. The outspread arms, full and buoyant; the open throat and face reflecting the calm of the sky; the tightly-rounded shoulders; the bent head; the eyes looking inward on a childhood ache; the broad firm stance, pulling its power from the solid earth, surging up through the strong arched back; the ecstasy of a turn as it propels the body around faster and faster; the curve of an arm around another's shoulder, feeling the harmony of togetherness in motion . . . these are the child's own, giving unique shape, form and style to his most sensitive self. These are moments, sometimes conscious, sometimes subconscious, that are the essence of his creativity. And here is the critical point in a teacher's role. Here is where our responses must be limited to a reflection of the mood and dance quality or an appreciative comment such as, "We could feel your sadness," or, "You were so strong; it even showed in the way you held your head so high." Here is where we value that which is genuinely the child's own—his deepest most expressive movement—and ignore the ineffective. Here the teacher must submerge his own preconceived ideas of appropriate movement and accept as his standard the child's intention and his own solution. Here we open ourselves to respond as those privileged to witness a precious moment of dance, with a sparkling eye to match a child's radiant face, or a pause of quiet suspension to reach out to a child's deep emotion. Here the teacher's role is . . . "hands off!" Here, we are the learners.

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TELEVISION, RADIO, FILMS

Barrier or Challenge?

We do not try to read every book or see every movie that comes out. Why should we turn on the television receiver and expect every program to be outstanding? This question is raised by Alberta L. Meyer, audio-visual consultant in the St. Louis Public Schools and chairman of the Editorial Board of CHILDHOOD EDUCATION.

"TEACHERS WHO NEVER HEARD OF A radio until they were grown up have to cope with children who have never known a world without television." In these words Margaret Mead, the noted anthropologist, highlights one of the essential facts of these times—namely, the swift and startling technological developments in the field of mass communication. She indicates the tremendous adjustment that adults who deal with children have to make to be certain they are living in the same world with them.

Today's world, whether you like it or not, is greatly influenced by the mass media of radio, television and films. This influence is not always wisely exercised, but it is a powerful force nevertheless. Recently President Syngman Rhee of Korea suggested people of other countries might like Americans better if Hollywood would stop making movies about cowboys killing Indians. "Why," he asked, "while we are trying to tell the world that the United States is not a colonial power, do people make all the time these movies of killing, killing and killing? It is very unwise." Rhee was speaking at a ceremony renaming the headquarters of the United States First Corps after Corporal Mitchell Red Cloud, Jr., an American Indian who was

posthumously awarded the Medal of Honor for heroism in Korea. But how many of the world's people know this?

Keeping Up

Teachers and parents have been acutely—sometimes painfully—aware of the power of radio and television as they have lived through successive waves of heroes: Howdy Doody, Superman, Davy Crockett, Space Cadet and the Mouseketeers. The preschoolers have drifted from Miss Frances to Captain Kangaroo and the teen-agers from Elvis Presley to Pat Boone—and woe to the adult who doesn't know about these idols or keep up with the current crop.

Intelligent adults too have their expectations. There was a time when reading the newspapers and keeping up with the latest books was the mark of an educated citizen. Today, in addition to being well read one must know about Yul Brynner, George Gobel, Alastair Cooke, Mary Martin, Frank Baxter, Bennett Cerf, Edward R. Murrow and many others, or be counted a mass media illiterate.

Interestingly enough, both for children and adults, the great mass media presentations have precipitated an interest in reading. Librarians tell us that whenever a movie, radio or television

program is made from a book, circulation climbs so that they find it impossible to meet the demand. For example, Josette Frank¹ reports that "The motion-picture production of *Ivanhoe* created unprecedented lines of customers for the book." Mass media may be said to provide a close link between books and people and to stimulate an interest in reading on the part of some.

Mass media is an art form in itself. It needs to be considered as a complete piece of work independent of books. *Marty* was written as a television play and later made into a movie. The now-famous Christmas opera, *Amahl and the Night Visitors*, originally commissioned for television, is now available in book form. Film scripts, such as the one Archibald MacLeish did for *Grandma Moses* or Carl Sandburg's narration in the documentary, *The River*, are literary classics which are integral parts of these films. A great photographer, such as Swedish Arne Sucksdorff, can tell a story with a minimum of words, combining beautiful black and white photography with music, as he did in *The Bear and the Hunter*. At its best, a fine film or an outstanding radio or television program can combine music, pictures and language into one work of art.

Outstanding Presentations

The resources of these comparatively new fields of communication are all available for educational purposes. Commercial radio, television and the motion picture offer some; educational film, radio and television offer more.

In the commercial field in recent years there has been much that should be better used by school people. Among the films there have been *Moby Dick*, *The Barretts of Wimpole Street*, *The King and I* and *Around the World in Eighty Days*. On

radio there are news-roundups and commentators like Edward R. Murrow, group discussions like *Conversation* and symphonies such as *The New York Philharmonic*. On television there have been outstanding presentations in literature and drama: *The Lark*, *Peter Pan*, *The Skin of Your Teeth*, *The Taming of the Shrew*, *Richard III* and *Hamlet*. In science, the Bell Telephone System has within the last year sponsored two shows that are a tribute to the intellectual maturity of the television audience, *Our Mr. Sun* and *Hemo the Magnificent*, while *Mr. Wizard* continues to fascinate boys and girls. The networks have presented several documentaries of great value in understanding the political world of our times; namely, *The Twisted Cross* and *Nightmare in Red*, on Naziism and Communism. Certain programs are consistently of great interest and value. Among these are *Omnibus*, *You Were There* and several dramatic shows.

Some teachers have been alert to educational possibilities of programs like the above. They have publicized them in the classroom, have assigned them for home viewing and have later discussed them in class. For regular weekly information, many teachers consult "Listenables and Lookables" in *Scholastic Teacher*². The same magazine provides "Teleguide" for special programs, such as *There Shall Be No Night* (March 15, 1957). These give background information and imaginative suggestions for class preparation and interesting follow-up activities. For evaluations of current film releases, there is available a monthly folder³ which summarizes reactions of reviewing committees of twelve national organizations.

¹ Frank, Josette, *Your Child's Reading Today* (New York: Doubleday & Co., Inc., 1954).

² *Scholastic Teacher* (New York 36: Scholastic Magazines, Inc., 33 W. 42nd St.)

³ *Joint Estimates of Current Entertainment Films* (New York 36: 23 W. 44th St.)

Vast Offerings

In addition to offerings of the commercial field, there are vast offerings of educational film, radio and television. The availability of these media varies widely from place to place—yet is constantly growing. Public libraries in many large cities now have film departments. Most large school systems have their own audio-visual departments. Many smaller school systems receive films and other teaching materials through a county or state film library. Cooperative film libraries (serving one to twenty-four counties) and film libraries of state departments of education also serve an increasing number of schools. Many large state universities offer a similar service not only to their own faculties and students but to any school or group that wishes to use films on a rental basis.

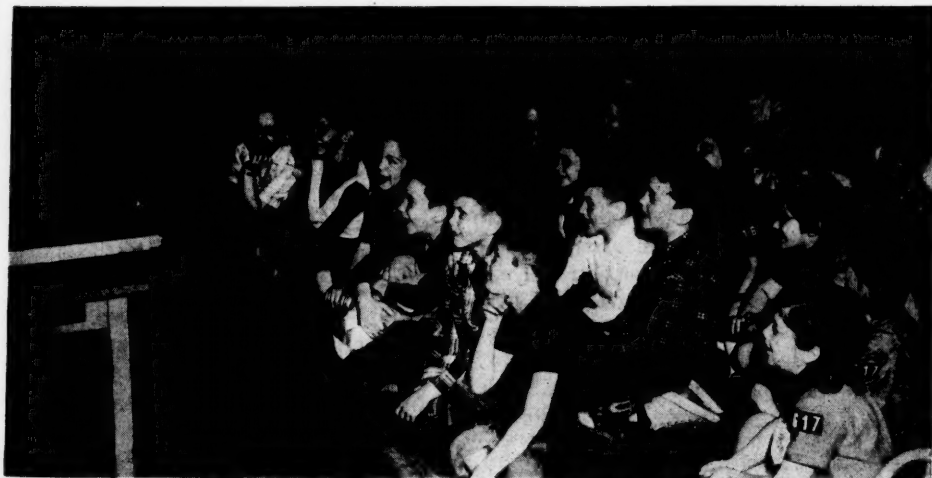
The quality of the best educational films equals that of a fine commercial motion picture. Among outstanding releases of the past year are *Roger Williams* (EBF) and *Oregon Trail* (EBF), typical of films that recreate history with painstaking authenticity, a sense of dra-

ma and a feeling for the warm, human aspect of our heritage. Films like *Biography of the Unborn* (EBF), *Amphibians* (FA) and *Seed Dispersal* (EBF), deal with the fascinating world of living things. *We Use Power* (ChWex)⁴, through demonstrations, helps children understand our varied sources of energy. Interesting new techniques are being developed, such as the iconographic films of Weston Woods Studios which transfer well-loved children's books to the screen with the original illustrations. *Millions of Cats*, *Story of Ping* and *Make Way for Ducklings* are among those already issued.

Educational Radio and TV

One hundred sixty-three communities now have educational radio stations. Most of these are members of the National Association of Educational Broadcasters. NAEB operates a tape network which distributes to member stations selected programs at two levels—in-

⁴ EBF—Encyclopaedia Britannica Films.
FA—Film Associates of California.
ChWex—Churchill-Wexler.



Learning from television

Courtesy, KETC—Channel 9, St. Louis, Mo.

school and adult. The best of these programs offer top-notch listening to growing audiences. In-school programs that have been widely acclaimed include several in language arts: *Tales from Four Winds* (WNYE), *Old Tales and New* (KUOM) and *Poet's Corner* (KSLH). Two KSLH productions in science have been favorites for a number of years: *Just Why Stories* for kindergarten and *Let's Find Out* for grades one and two. In social studies, *Then and Now* (WFIU) and *Americans to Remember* (WNYE) have helped children understand their cultural heritage. *Polly and Puffy* (WFBE) is a first-grade program of songs, stories, poems and games designed to build enjoyment and appreciation. *Making Friends with Music* (WTDS) achieves the purpose set out in its title⁵. *The Ways of Mankind* and *The Jeffersonian Heritage* are two educational radio series for adults that have been used in other parts of the world and are now available as record albums.

Educational television, although a much newer field of communication, is a swiftly expanding one. There are now twenty-three stations offering programs of great variety. Some of these have received recognition outside their local areas. For young children, WHA-TV (University of Wisconsin) has developed *The Friendly Giant* which helps to introduce fine books. A sixth-grade science program, *Discovery* (WGBH-TV—Lowell Institute, Boston), deals simply and clearly with many facets of our natural environment. A program designed to help teachers teach a legally required subject is *Missouri Constitution* (KETC-TV, St. Louis), which won first place in the 1957 Institute for Education by Radio-TV at Ohio State University.

⁵ KSLH—St. Louis Public Schools.
KUOM—University of Minnesota.
WFBE—Flint Public Schools.
WFIU—Indiana University.
WNYE—New York Public Schools.
WTDS—Toledo Public Schools.

Building Discrimination

It is high time we stopped deploring the bad effects of television and, as parents or teachers, set ourselves to the task of building discrimination through wise selection of the good programs. We do not try to read every book or see every movie that comes out. Why should we turn on the television receiver and expect every program to be outstanding? No medium maintains its rate of production at a high peak all the time—and we should not expect it. Instead we choose what appeals to us, what promises to offer worth-while stimulus to the mind and heart. In short, we exercise good judgment. It is this ability to choose wisely that we must strengthen in ourselves and develop in our children. Only in this way can we hope to raise the level of taste in the nation. As Edgar Dale puts it, "Association with excellence is good vaccination against what is phony."

Wise Use of Media

Today's world offers a much wider range of resources in communication than ever before. These mass media, however, do not supplant the older forms of communication through the spoken and written word—they supplement and support them. All are interrelated. They need to be thought of as being most effective when used jointly to reinforce one another. These new media are here to stay and their effectiveness can be far reaching.

It is the responsibility of adults who work with children at home and at school to understand the unique contribution of each type of media, to use them wisely and to help children build standards of taste, good judgment and critical appreciation. As citizens we have the further responsibility to see that these new tools are kept free and are used to truly educate—not to regiment and indoctrinate.

Children Are Their Own Resources

Do we recognize that children are their own resources? How do we discover resources? How do we use them? The authors give practical suggestions.

"THE THREE R'S ARE NOT ENOUGH," we keep saying. Children must also learn to be resourceful, to contribute to their group, to get along with each other, to assume responsibility, to solve problems, to develop the power of observation, to evaluate sources of material . . . and so on and so on. Let us keep in mind that we say children must learn these things and grow in these abilities. Can they grow in these abilities in classrooms where they have little or no opportunity to work on them? Hardly! Many children come from homes where there are not many opportunities to develop these abilities. Must they then wait until they graduate and then suddenly through some magic of age maturity come by these traits? Experience indicates this does not happen automatically. Children acquire abilities through continuous directed experience.

In some schools and homes the teachers and the parents are the persons who seem to get all the practice in decision-making, in using initiative and self-reliance, resourcefulness and group responsibility. "I must remember to stop by the library and get the aviation book, ask the school nurse to help us with the bacteria unit and write the Conservation Department for the copy of the game laws." Who is speaking? The teacher, of course! These were all his ideas, and he assumes all of

the responsibility for carrying them out. No wonder he is a self-reliant and responsible member of his group! He gets plenty of practice. Maybe he is the one who needs it, but so do his thirty sixth-graders. In his class they will have little chance.

While he stirs about the pupils are growing in ability to let him do so. This is scarcely the objective of the elementary school. Children are their own best resources. He might save himself for Saturday if he used the pupil's resources more. In so doing he would provide them with opportunities to grow as resources for each other. This is true in many schools; in many others, it is not.

Let us look at some of the experiences successful teachers have had in identifying and using pupils as their own resources. In good schools it happens every day.

Children's Experiences

In this age of quick and comparatively economical transportation, many children have the opportunity to travel widely. These experiences are stored up for future use. A survey of a class of

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thirty-seven sixth-graders in a community of slightly better than average income revealed:

Forty-five states had been visited by members of the class.

The children had lived in twenty-one states and the District of Columbia.

Two children had crossed the United States by car, one by plane and one by train.

Two had seen both the Atlantic and the Pacific Oceans.

One had visited a large dam in the West.

Seven had visited the Rocky Mountains.

Twenty-one had flown in a commercial airliner.

Twelve had visited Canada, two had visited Mexico, two had been to Europe, and two had been to the Far East.

Eight had traveled over a thousand miles by train.

Fourteen had lived in more than one state.

Fourteen had visited a large industrial plant.

Thirteen children's grandparents had been born outside this country.

What a wealth of firsthand information and ideas for social studies or science! They have contributions for a study of weather and climate, the earth's surface and changes, the food products of the world, farming conditions, homes and home building, historical points, the Westward Movement and others.

Many social studies courses—in primary and intermediate grades—include a study of the local community. In some classes there are pupils whose families have been residents of the community for several generations. These children can provide historical information that might not otherwise be available. Typical of this type of student resource was the fifth-grade boy in a suburban community whose family had lived in the area since its settlement. Having discovered this early in the year, the class was able to utilize the boy's potentialities as a resource by often directing questions and problems to him for help. As well

as supplying historical information, pictures and other interesting materials, the child was able to serve as a liaison between the class and many long-time residents of the community. Such residents were interviewed for additional information, and through this channel the study became a more real and vital experience than it could otherwise have been.

Hobbies and Interests

Many children devote a great deal of leisure time to pursuing a wide range of out-of-school interests and hobbies. An interesting hobby is in itself a worth-while experience for the elementary school child. Hobbies are of little importance except to the pupil himself. They can sometimes be a very real part of a whole class study. A fifth-grade collector of models and pictures of prehistoric animals found his hobby useful when his class studied primitive man. A sixth-grade boy with an interest in all phases of science brought his microscope and other pieces of science equipment to school on many occasions. Whenever we take time to know children well, we discover special interests, aptitudes and skills that are great resources.

Parents, too, engage in hobbies that can provide resource material for children. The parent whose hobby was astronomy made a significant contribution to sixth-graders when he brought his homemade telescope to school one evening. Through the telescope set up on the play area in their schoolyard, the children observed the moon and Mars in the autumn sky. This evening observation was the highlight of the work in astronomy and provided a firsthand experience. Several months later when a comet was visible in the sky, the children recalled their experience in the fall and made arrangements for a second observa-



Courtesy, Alan L. Dodd

Demonstrating communication with homemade equipment

tion. The resource made the difference between book astronomy and real adventure. The connecting link between the school's need and the potential resource was the child.

Children from Other Countries

In many schools today, there are children who have recently immigrated to our country. The Dutch boy, in this country less than six months, was pleasantly surprised when Holland was included in a study of people in other lands. Rapidly mastering the language, he was sought out for the wealth of information about his country. The experience was especially meaningful for him in that it provided his first opportunity to give something to the class from which he had received so much.

An Egyptian child, whose father was assigned to this country on a diplomatic mission, proved invaluable to her class-

mates as they studied life in ancient Egypt. This girl could provide information and materials not only on ancient Egypt but on life in Egypt today.

As we continue to emphasize better international understanding as an objective for children, we must strive in every way to give realness to their experiences. When children with first-hand experiences at living in other countries share them with classmates, there is bound to be greater understanding.

Parents' Occupations and Professions

The occupation of a parent can often provide resource information for children. A boy whose father worked in the field of electronics proved to be a valuable resource to fifth-graders studying communication. Besides building a crystal radio set with his father's help, this boy obtained reading matter and other materials from his father which helped

the class solve problems in communication. The child himself became the resource, and his friends kept admonishing him with: "George, be sure this is right because we depend on you."

Similarly, a fourth-grade class studying land and water forms became involved in a discussion of what life was like at the bottom of the sea. As the discussion progressed a girl made the statement that, because of the pressure of the water, divers have to go down slowly or they will "blow up." A boy immediately challenged the statement by saying, "I think you have that backwards. It's when they come up too fast that they blow up. That's why they have decompression chambers." He explained that his physician father was engaged in Navy research on the effect of water pressure on divers and frogmen. As the discussion continued, it was evident that the leadership had shifted from the teacher to the boy. Such information, not easily available in print, was indispensable when it came from a reliable source. The child grew in the experience.

Sixth-graders studying progress made in the field of medicine decided to grow some bacteria as one of their activities. One girl suggested that she ask her mother, a science teacher in a local college, to assist. With the help of her mother the child obtained necessary equipment and preliminary information to get the project under way. Ultimately the youngster's mother came to school to aid the children as they carried on the project. A list of questions was sent to her and discussion was based on her responses. As soon as these children began to realize that they were expected to assume some responsibility, they began to do so. They made many important discoveries on their own.

Parents in Military Service

During the past twenty years most American families have had at least one member serve in some branch of the military service. Most fathers and many older brothers of today's elementary school children would probably be included in this number. Although not always pleasant, these experiences provide a rich resource for school children. Through such channels the children themselves become the source of important information. Typical was the third-grade child whose class was studying clothing around the world. This girl brought in over a dozen dolls in native costume that her father had sent her from the various countries in which he had been stationed. The dolls and the information the child had gained from her father made her a valuable resource to her class.

Many children whose fathers are in military or government service have traveled widely both in this country and abroad. The fifth-grade boy whose father worked as a consultant in the field of mathematics made a real contribution. Working in a group of above-average students, he helped enrich mathematics work by providing examples of how his father used his mathematical training. He brought a slide rule and an ancient abacus to school and demonstrated each to the class.

These examples are alike in that they result from the teacher's realization that children can contribute valuable information and materials to their class. In all of these instances the pupils themselves grew through the experiences. They became their own resources; the learning assumed an aspect of importance; the various aspects of the community became involved through efforts of the children themselves, and the learning effectiveness was generally improved.

MOBILITY

A nursery man knows how to provide essential needs for trees during a move. Do we study problems of children who are on the move? What do we do for children to help them make adjustments to new locations? How can we translate mobility into an opportunity for learning?

"IS THIS MOVING DAY?" THIS WAS THE FIRST thought on awakening each morning. We moved two or three times a week during the winter months, as Father visited the villages in the Lyallpure district of the Punjab. Moving days were sometimes exciting but always hard days. One of the things we hated was to leave a place we had learned to like. Some places were wonderful. On stretches of clean sand and with the help of village children, we laid out miniature roads and built houses for two or three blissful days. Just as it was about completed, we had to drive away and leave it and the friends we had made. Other places had gardens or perhaps a stream which could be dammed up to make a pond for floating boats. Once in a while a puppy or a lamb adopted us, but at the end of three days it had to be given back to its owner.

There were the big moves from Pakistan to America and back again. These were especially hard. I remember once when the older family members were crying over parting with each other, I was crying over leaving my big life-sized rag doll and the fact that when I returned seven years later I would be too old to like it. I learned that when you come back to a place both the place and you have changed. Life was like looking through a kaleidoscope—when you found an exquisite pattern and tried to hold it, even a tiny movement of your hand shifted the whole design. No matter how much you tried, you could not bring back that breathtaking combination.

The day after moving day was an exciting day. You looked around and discovered trees to climb, stones to use for mapping out a town, new friends to help you carry water from a well or canal. Some places, of course, were sad, hard, dreary places with unfriendly faces; and you waited, knowing that with another move things would again be different.

Many on the Move

Mobility is one of the characteristics of modern life. Some people estimate that more than twenty-five per cent of our population is on wheels, moving every few months or oftener. Those of us who teach know that we have children coming and going from our classrooms all the time. These are the children whose parents work in industry, have army assignments, are members of the foreign service, harvest seasonal crops, or drift along following pleasant climates. There are children in almost every class who have travelled more extensively than their teachers. Mobility is a permanent characteristic of modern life for which we need to plan. Now we are on wheels and on wings. "Let's go!" "Get it going!" "Go, go, go!" These are typical explosives of the energetic, vitamin-filled, time-conscious American.

Making Adjustments

A nursery man who knows that his trees are to be transplanted will move them at certain intervals while they are still small so that they can develop balls of roots. He will know how to protect the taproots, how to provide for essential needs during each move, how to strengthen and protect the plant as it makes adjustments to the new location. We

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Courtesy, Central Mich. College, Mt. Pleasant

A Mexican exhibit

must study the same problems for our children in this mobile age. The baby will be helped to adjust to change by being placed in different beds for naps and by frequently seeing new people. He will need special, affectionate attention as he makes adjustments. The toddler will be taken to visit Grandma's overnight and may have the security of his own pet toys or blanket. The five year old will stay at a beloved neighbor's house without his parents for several days. He will not need his special food or bed. The ten year old will pack his own clothes and gear for a camping trip with other members of the fifth grade. Such experiences, paced in relation to maturity, will help the child become a sturdy, self-sufficient person.

Mobile children will need to know how to leave old friends. They will learn to write letters early in life. Recently I noticed seven-year-old Tish in our second grade writing and drawing with great absorption. She was completely unaware of the other second-grade children who,

with almost the same absorption, were listening to a story. Later she was asked what she was doing, and she read a remarkably newsy letter which she had written to her daddy who was in an army hospital in Washington. Mobile children need help in keeping up their ties with friends in far places until the sadness, and sometimes shock, of parting has been eased. Gordon sent postcards as he went out West. His sixth-grade friends made a display of the cards and enjoyed following his trip. They plan to write him as soon as he gets to his new home.

One of the dangers of too much mobility is that the child will lose his curiosity, partly because he is striving hard to hold on to some security. Confronted with too much change in a short space of time, he may become dull and apathetic to anything that is not connected with food and shelter. He doesn't dare to put down any roots for fear of getting hurt, so he lives on the surface. Somehow we must find ways to help the child who is on the move to become strong, vigorous and outgoing so that new experiences are met with readiness and zest. An obvious way in which schools can help these children is to utilize their experiences in enriching the activities within each classroom. A basic human need is to feel useful and respected. These children can usually be a fine resource to any school group. In this way the mobile child will be helped and, equally important, the local children can be given some very rich and important experiences.

Children as Resources

The children in our sixth grade were studying European cultures. As an introduction to the study of Germany, Gordon showed his father's colored slides. The children asked questions, and these were written down as a basis for

further study and research. To the children, Germany was not just a place on the map. Gordon was a tangible link with this far-away country. He was very proud of being able to show the pictures and had to work hard organizing and presenting his material for the group.

Exhibits organized by children or teachers who have travelled in other countries may be enjoyed by the entire school. In the picture we see Linda and Sheldon examining Mexican dolls brought back by their Spanish teacher from her stay in Mexico City. Children planning trips are encouraged to map out their itinerary and, where possible, collect postcards, photographs, rocks, shells and other items to share on their return. Teachers can help children discover reasons for unique ways of building homes, customs and other differences which they note in their travels.

It is important to help children realize that one reason America is great is because she is made up of different races and different peoples. One excellent and often-used way in which to make this result of diversity meaningful to children is to help them find out about their own

ancestry and their contributions to our culture. The fourth-grade children in the photograph, dipping candles, are studying pioneer life in Michigan. All of these children represent different ethnic groups. Some of their ancestors came from Australia, France, England, Holland, Germany, Switzerland; one boy proudly claims that his are American Indian. They have found out about their own heritage and its effect upon our community and state.

Many people are concerned with the increasing emphasis upon conformity in our culture. Perhaps this is a result of insecurity and lack of ability to adjust comfortably to change. Whatever the cause, it is essential that we make it safe and comfortable for children to be different. Where there is much resistance to the outsider, teachers have found that sociodramas may be useful techniques in helping the children project themselves into the place and the problems of the outsider. Stories of those who have succeeded against great odds are comforting to those unhappy about differences.

(Continued on page 28)

Dipping candles for pioneer life study



Courtesy, Central Mich. College, Mt. Pleasant

Sensitivity to Others

America faces the problem of preparing many people to go to far-away places as technical assistants, business leaders, or as members of our armed forces. The future existence of civilization is dependent upon the way we manage our relations with humans of other races and cultures. It is gravely important, then, to develop citizens who know how to react with sensitivity and maturity to differences. When a new child comes to the classroom, the entire group can have an experience in finding out this child's special needs and planning ways to draw him into their circle. The greater the deviation of the mobile child from the group, the greater the challenge to the group. Children who are different in language or in race or who have some distinctive characteristics or physical handicap can be resources to a group in developing sensitivity and understanding and respect for differences.

In the film, *A Desk for Billie*,¹ depicting the various schools that a migrant child attended, we have an excellent illustration of how teachers may either accept with affection and concern or practically reject a strange child. This is extremely important to the migrant child; but the impact of a teacher's attitude is also very great on the children in his own class. The teacher who warmly welcomes and shows concern for the special needs of a stranger is doing more to develop such attitudes in the members of his class than in telling them stories or having them read about children in other countries. If the teacher asks the migrant child questions and shows an attitude of wanting to know what the child has to tell, this becomes an accepted attitude of children in the group.

¹ 16 mm sound motion picture story of Mrs. Billie Davis. 57 minutes. Division of Press and Radio, NEA, 1201 16th St., N. W., Washington 6, D. C.

Skills in Adjusting to Change

Parents and teachers are becoming more sensitive to the problems mobile children face. Schools in which there is a large turnover in enrollments are planning for parent and teacher discussion of means of helping children make adjustments. Agencies and leaders of community organizations can be drawn in to help develop pamphlets, plan radio broadcasts, and organize visiting and other means of informing newcomers of the services of the schools as well as other community institutions. In communities where there is a great deal of mobility, every effort should be made to help all citizens realize that children are our most precious national possession and that all of us are responsible for their well-being and development.

There is no doubt that the greatest problem the world has to face is ability for man to learn how to live peacefully with man. Many of our leaders have been pointing out that the new frontiers which must be conquered are in this area of human relations. Research-minded teachers could make valuable contributions to the future of civilization if they would study and record means of sensitizing children to each other's needs while protecting each child's right to be different.

Wheels and wings propel us rapidly through space. Lightning-fast communication connects us with all parts of this globe. In what spirit will we go places? What will we say to the people we meet? Will we have ears to hear what they say to us? Mobility challenges us to use the strange, the new and the different as a resource for enriching children's creative intelligence, developing and sensitizing their feelings of sympathy and kindness for others, giving them skills in interpreting and adjusting to change.

The President's Message

"This time, like all other times, is a very good one, if we know what to do with it." This statement of Ralph Waldo Emerson applies not only to the past in which he lived. It is pertinent for us, as we live now, and as we look to the future. Situations today which arouse concern for children are not the same as those of 1892, 1915, or even 1946. Changing times bring different problems, but the needs of children persist.

With the "Tidal Wave of Children," predicted in Salt Lake City in 1949, have come overcrowded classrooms, teacher shortages and half-day sessions. Yet the children involved need skills for effective living—academic, social, and personal. Their needs require wise planning and action on the part of all ACEI members.

Decisions reached at the Study Conference in Los Angeles, 1957, are first steps. They can become effective only as members follow through.

The 1957-59 *Plan of Action* calls attention to some of the needs and indicates some of the ways in which adults can work for children today.

The time schedule for the ACEI Center plans for members to contribute \$60,000 annually for the next three years. The Center will be dedicated to children in 1960. Center Day will be observed again in November. Copies of the play, *ACEI—the Dream, the Idea, the Plan*, which was presented in Los Angeles, are available to branches for the observance.

The amendment to the Constitution provides that local branches shall pay annual dues on the basis of one dollar (\$1) for each member. This change should make it possible to continue existing services to branches and members, to increase service in some areas and to build a safe operating margin.

The 1957-58 Fellow comes from Oakland, California, and represents the Pacific Coast region. Atlantic City has been selected as the place for the 1958 Study Conference to be held April 6-11.

As ACEI members working and planning together, let us find ways to make "this time . . . a very good one" for children.

SARAH LOU HAMMOND, *President*

1957-1959 ACEI PLAN OF ACTION FOR CHILDREN

This is the *Plan of Action* for the Association during 1957-1959. It is the result of the efforts of Branch and International members, the ACEI Executive Board and the Headquarters staff.

Through questionnaires, ACEI members indicated the needs of children which should claim our attention. At an Executive Board meeting an intensive study was made of these needs.

In "Planning for Action" meetings at the 1957 Conference, participants came together to formulate the "This We Can Do" section of the new *Plan of Action*. They expressed in practical terms those things which can be done to implement the plan. To this section members, Branches, State Associations and the International Association will turn during 1957-1959 for guidance.

Areas of urgent need and greatest concern are emphasized in the *Plan of Action*. Some problems still persist while some new ones have emerged. Consideration of them can bring awareness and understanding which will result in action to provide new services for children and the expanding and strengthening of others. Toward this goal, we move forward in our work for children.

This We Believe

Three major areas of belief lie clearly before us as we seek to guide the development of children:

Adults will do an increasingly better job as they come to understand how children *feel*, as well as how they *act*.

The skills essential to effective living in our society develop best in an environment conducive to appropriate self-expression.

A constructive environment is basic to cooperative inquiry, the central process of education.

Adults who work with children, then, have an important self-development job. They *must* come to see that the basic drives of man and, therefore, of children are good. They *must* come to see the importance of discovering and fostering the creative drives of children.

Children discover and express themselves as individuals and as social beings in an atmosphere of mutual respect and acceptance. This habitat for living and learning must provide tools, space, and time for self-expression.

Such an atmosphere provides a daily rhythm of work, play and rest; encourages

the practice of health habits; channels the energies of each child in directions sound for him; fosters ethical and spiritual living and encourages creative expression in each child.

Understanding adults and a friendly atmosphere for learning set the stage for cooperative inquiry. This demands resourcefulness and self-discipline in problem-solving; facility in communicating through a variety of symbols, facility in establishing and maintaining wholesome social relationships; flexibility tempered with stability in adapting patterns of living in relation to personal and group welfare.

Believing these things, we stand ready to act with intelligence and confidence in assuming our responsibilities to children.

All Children Need

Adults

Adults who accept responsibility for children need a thorough understanding of themselves and of child growth and development. They should:

- recognize that all children can and will make some contribution if their abilities are recognized and nurtured;
- believe that all children need a society in which people have respect for one another and for themselves;
- believe that all children have creative ability and can develop into responsible citizens.

Space, Time and Materials for Living and Learning and Growing

Strong bodies and good mental health and maximum learning depend upon:

- rhythm of work, play and rest;
- provision for developing good health habits;
- provision for activities appropriate to each child's maturity;
- environment and encouragement of creative expression;
- guidance in developing and living by ethical and spiritual values.

Skills for Effective Living

Academic, social and personal skills are needed in:

- relationship with others;
- reading, language, arithmetic, science and social studies, all forms of art;
- resourcefulness, self-control, attacking problems, searching for knowledge;
- developing resourcefulness, self-control and independence in thought and action.

This We Can Do

● *The individual member of ACE or ACEI carries out the Plan of Action. He works constantly for the best interests of children in terms of ACEI beliefs.*

An Individual Member Can:

- give continuing evidence of belief in the importance of working with children;
- widen horizons through reading, study, attending professional meetings, enjoying cultural opportunities;
- reflect in practice an understanding of good education;
- provide a learning environment for children which is rich in activities and materials;
- plan experiences for children so that success is within reach of each one;
- develop and instill habits of healthful living;
- cooperate with community groups in the best interests of children;
- keep informed and work for legislative action in the best interests of children;
- assume the responsibility for extending to all community groups understanding of how children develop; read and share *Childhood Education* and other ACEI publications;
- work for a permanent ACEI Headquarters Building, a Center through which the Association can serve the interests of children.

● *The Branch gives strength to this action by bringing individual members together and supporting and enriching their day-to-day work with children.*

A Branch Can:

- provide opportunities for adults to increase their understanding of themselves and of children;
- interpret the needs of children;
- work to promote the education and well-being of children by cooperating with organizations concerned with children;
- know and use community resources for children and adults;
- circulate and publicize all ACEI publications;
- publicize the work of the Association;
- work for a permanent ACEI Headquarters Building, a Center through which the Association can serve the interests of children.

● *The State or Province Association works to meet the needs of all children in the state or province; it initiates and encourages state and national action in terms of the beliefs of ACEI.*

A State or Province Association Can:

- cooperate with other groups to identify and meet the needs of children;
- work independently and with other organizations in support of legislation in the interests of children;
- circulate and publicize all ACEI publications;
- facilitate communications among Branches, the State ACE and ACEI;
- work for a permanent ACEI Headquarters Building, a Center through which the Association can serve the interests of children.

● *The International Association strives to carry out a dynamic philosophy of education which is flexible and responsive to human needs everywhere.*

The International Association Can:

- encourage cooperation among people of all countries in working in the interests of children;
- cooperate with organizations and agencies working for children;
- support legislation which makes possible programs and facilities for the education and well-being of children;
- state criteria for setting up and evaluating programs;
- use mass media to interpret needs of children;
- arrange Study Conferences for parents, teachers, church and other community workers to aid in moving forward in work for children;
- publish materials that contribute to better understanding of current conditions that affect children;
- work for a permanent ACEI Headquarters Building, a Center through which the Association can serve the interests of children.



NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branches

Stockholm ACE, Sweden
Ashley County ACE, Arkansas
Hughes ACE, Arkansas
San Leandro ACE, California
Independence ACE, Missouri
Enid ACE, Oklahoma
Wisconsin State College ACE, La Crosse

Reinstated ACE Branches

Diablo Valley ACE, California
Inter-District ACE, Los Angeles, California
Mesa County ACE, Colorado

Amelia Traenkenschuh

Amelia Traenkenschuh, assistant superintendent of the Rock Island, Illinois, schools, died on May 3, 1957. Miss Traenkenschuh was regarded with great affection by her colleagues and others in the field of education. She was one of the leaders in the formation of the ACE Branch in Rock Island which bears her name.

Dorothy Kay Cadwallader Retires

Dorothy Kay Cadwallader, secretary of ACEI during the years 1930-1932, retired from her work in the Trenton, New Jersey, Public Schools at the end of the 1956-57 school year. Miss Cadwallader is well known in the field of elementary education and through her work as an elementary school principal in Trenton.

Retirement of Marie Merrill

Marie Merrill, a teacher in the Bronxville, New York, elementary school, retired at the end of the last school year after thirty-four years as a member of the teaching staff there. Miss Merrill served as chairman of the ACEI Committee on Evaluation of Reference Books for Children. She was instrumental in founding the Five Towns ACE in New York.

New Life Members

Robert Birchfield, Amarillo, Texas
Eula Johnson, Chattanooga, Tennessee
Helen L. Johnson, Mt. Pleasant, Michigan
Helen Kuntz, South Bend, Indiana
Winnifred Lanham, Raton, New Mexico
Enola Ledbetter, St. Louis, Missouri
Ted Winter, Chicago, Illinois

New Yearbook

The 1957 *Yearbook* of the Association will be sent during the month of October to all presidents of ACE Branches and State Associations, as well as to all International members of ACEI. The *Yearbook* contains important information about the Association, reports of work carried on by ACEI committees and lists of officers of ACE Branches.

New Officers

Delegates to the 1957 ACEI Study Conference held in Los Angeles in April elected three new members of the Executive Board of



Sarah Lou Hammond

the Association for two-year terms. SARAH LOU HAMMOND, associate professor of education at Florida State University, Tallahassee, is the new president. From 1954 to 1956, she served as vice-president representing primary education. As a member of several ACEI committees and adviser of the Florida State University ACE, Miss Hammond has worked with ACEI for a number of years. She has taken a leading role in the development of education for young children in the public and private schools in that state. She is an active participant in the work of other educational organizations, among them the Association for Supervision and Curriculum Development and the Department of Elementary School Principals, both affiliated with the National Education Association. Miss Hammond is also a member of the U. S. National Committee on Childhood Education.

The vice-president representing kindergarten education is NEVA ROSS, of Northwest



Neva Ross

ACEI, she is a member of the American Association of University Women, the Association of Student Teaching, the National Education Association and Delta Kappa Gamma Society. Music and creative drama for children are special interests of Miss Ross. Working with people in the community as they seek ways to help children grow and develop is another major interest.

HAZEL GABBARD, specialist in Extended School Services and Parent Education of the U. S. Office of Education, is the new vice-president representing nursery school education.



Hazel Gabbard

mittee on UNESCO. Miss Gabbard is also a member of the ASCD Commission on

Missouri State College at Maryville. Miss Ross is a supervisor of student teaching at the college. She has served as a member of the Board of Editors of CHILDHOOD EDUCATION, as an adviser of the Northwest Missouri State College ACE and as president of the Missouri ACE. In addition to her active work with

Crowding in the Schools and of the U. S. National Committee for Childhood Education. She serves as a contributing editor of *Parent Education* and is a member of Altrusa International. She has served on the Executive Board of National Association for Nursery Education. Miss Gabbard returned in August from a six-month tour of duty in Viet Nam working in the Education Mission as an Educationist. She took the leadership in developing a school-community program and visited International Cooperation Administrations Missions in Tokyo, Manila, Bangkok, Jakarta and New Delhi.

ACEI Summer Board Meeting

The Executive Board of ACEI held its summer meeting in Washington, D. C., June 12-15. Comprehensive plans were made for increased services to ACE Branches from International Headquarters and by Branches to adults interested in children. Members of the Board examined potential sites for headquarters of the Association and met with architects and legal counsel to formulate plans for an ACEI Center. Policies of the Association were reviewed. Board members planned the program for the 1958 Study Conference, considered the work of Association committees and, with a consultant on legislation, discussed current happenings in that field and their implications for ACEI.

The *Plan of Action for 1957-1959* was presented to representatives of organizations and agencies and their cooperation sought in carrying out programs aimed at meeting the needs of children.

Portfolio on Materials for Work and Play

ACEI's newest membership service bulletin, *Creating with Materials for Work and Play*, is a portfolio for teachers, parents, recreation workers and others who are constantly seeking ways to help children find themselves through the exploration of materials.

The portfolio consists of twelve leaflets with the following titles: "Drawing and Painting Materials," "3-D Materials—Clay and Others," "Doll Play and Other Dramatic Play," "Block Play and Accessory Toys," "Wood and Tools," "Masks and Simple Costumes," "Puppetry," "Simple Instruments," "Materials for Science," "Cooking," "Formulas for This and That," "Materials for Room Environment."

(Continued on page 34)

News HERE and THERE . . .

(Continued from page 33)

ACEI's Building Project

Net Receipts June 30, 1957 \$56,519.48
Goal \$225,000.00

The *Time Schedule* for the ACEI Center states that, with everyone participating, the goal can be reached in three years.

The Association's new fiscal year has begun. What is the assignment we have set ourselves for 1957-58?

1. *Purchase the land.* A "down payment" is now ready. Several realtors are diligently searching for a desirable and "zonalable" site. In June a site was approved by the Executive Board of ACEI, and a purchase contract signed. Alas, the owners reconsidered and decided to keep the land. The search is on again. *The land must be purchased this year.*

2. *Members and friends in 1957 are to contribute \$60,000.* This clearly calls for active participation of every member and many friends. (The goal can be reached in three years if each year's proposed schedule is met.) The secret of success is in the word AVERAGE. If gifts can average a dollar per member, we'll meet the schedule. Webster says: "Average—a median sum made out of uneven sums." Many will need to give more than one dollar. See *News-letter 12A* for the average of past gifts per Branch member. Some are as low as four cents per member. Members in one Branch averaged \$9.78.

ACEI Center Day 1957

Branches will observe this day at a time selected by them. "The Dream, the Idea, the Plan"—the 1957-58 revue premiered in Los Angeles—is ready for distribution. Price, twenty-five cents.

Individuals may observe Center Day 1957 by using the gift form at the bottom of this sheet. Be generous—bring up the average!

----- (Sign, clip and mail form NOW with your gift) -----

GIFT TO ACEI BUILDING FUND

(Gifts to ACEI Building Fund are Tax Exempt)

Date

To ACEI, 1200 Fifteenth St., N. W., Washington 5, D. C.:

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of Columbia and now having office at 1200 15th Street, N.W., Washington 5, D. C.

the sum of \$

\$..... enclosed.

(Branches using this form, please add name and location of branch at bottom of form.)

Signed

Address

City Postal Zone State

Books for Children . . .

Editor, ALICE L. ROBINSON

The following books were reviewed by RUTH GUE, elementary supervisor, Montgomery County Public Schools, Maryland:

FROM PILLAR TO POST. By Laurin Zilliacus. London: William Heinemann, Ltd., 99 Great Russell St., 1956. Pp. 217. \$3.70.

In this factual account of the history of the mail, the author begins the story with the sending and receiving of prehistoric messages and develops it through the international air mail service of today. He explains how systems of letter carrying expanded from a service for kings and rulers only to a service for practically all peoples of the world; how the methods of letter carrying developed from dependence upon the courier, to the use of relay posts and on to the establishment of regular mail routes and their being taken over by governments. Finally, the author explains how the world-wide postal organization came into existence and leads the reader to understand that the postal story is closely allied with the history of civilization and social progress. Line drawings and half-tone plates from original sources illustrate the text. *Ages 12 and up.*

A PICTURE HISTORY OF CANADA. By Clarke Hutton. New York: Franklin Watts, Inc., 699 Madison Ave., 1956. Pp. 62. \$3.95. The story of Canada from earliest days to the present and from the Atlantic to the Pacific is told in brief, concise text and with brightly-colored pictures. Early Indian days, Anglo-French rivalry, pioneering journeys throughout the area, and settling and working in this vast country make up this inspiring introduction to Canada, our Northern neighbor. This book will interest children of all ages.

THE STEP BY STEP COOKBOOK FOR GIRLS AND BOYS. By Julia Kiene. Illustrated by William Sayles. New York: Simon and Schuster, 630 5th Ave., 1956. Pp. 125. \$2.95. More than one hundred recipes, all of which were tested and approved by a group of boys and girls, are contained in this simple, easy-to-follow cookbook. The directions for each recipe are given in numbered, illustrated steps which are

A NEW Guide for Childhood Education

Young Minds Need Something to Grow on

Nursery school and kindergarten teachers alike will find this new book to be an effective tool to help the young child develop the full extent of his capabilities.

This book presents undertakings that have worked successfully with different groups of children.

It provides ways to help the teacher guide the child to think and act creatively and effectively.

Based on this fundamental principle, a wide variety of subjects are discussed.

A few examples are:

- Building power of good judgment
- Guiding the child through steps of reasoning
- Helping the child who does not respond quickly
- Guiding the child to seek the core of a problem
- Directing discovery of interests
- Guiding the child in expression
- Teaching cause and consequence of behavior
- Stimulating individual ability through group activity

Many other topics necessary in early childhood education are presented in a manner to challenge and stimulate any teacher.

Write for details

Row, Peterson and Company

Evanston, Illinois White Plains, New York

amusing as well as informative. A section on hints, measures, cooking terms and general directions and a section on table etiquette—how to serve, table settings, table manners—are included. Several complete menus are also suggested in this cookbook for boys and girls from eight to eighteen.

MEAT FROM RANCH TO TABLE. By Walter Buehr. New York: William Morrow Co., 425 4th Ave., 1956. Pp. 95. \$2.50. The story of one of our favorite foods—meat—is told in this interesting and informative book. Facts about many of the animals used for meat and particularly about those most commonly used—cows, pigs, sheep—and the workers who help raise and process them are included. Interesting anecdotes explain the changing eating customs of people. Meat in ancient and medieval times, meat in early America, cattle drives and trails, and the meat industry today are explained. Historical developments related to the industry and environmental factors influencing it are indicated throughout the text. The author's black and white illustrations, including several diagrams and maps, graphically supplement the story. *Ages 10-14.*

THE TRUE BOOK OF TIME. By Feenie Ziner and Elizabeth Thompson. Illustrated by Katherine Evans. Chicago: Children's Press, Jackson Blvd. & Racine Ave., 1956. Unp. \$2. Accompanied by illustrations on practically every page, this simple text gives young readers an understanding of some of the different methods devised to measure time. Telling time by the sun's position in the sky, by the shadow of a stick, by a sundial, by a burning candle or a knotted rope, by water rising in an empty bowl, by an hour glass, and finally by two hands on a clock dial are introduced in this book. *Ages 6-10.*

SEA LADY. By Julie Forsythe Batchelor. Illustrated by William M. Hutchinson. New York: Harcourt, Brace & Co., 383 Madison Ave., 1956. Pp. 59. \$2.25. Denny's suspicion that the strange clam peddler who inquired about the ships and coves of the village on that April day of 1814 was a British spy was confirmed when the British stole into the town one foggy night and destroyed the unprotected shipyards. During the surprise attack, eleven-year-old Denny proved that "It's being brave in your heart that counts," when with courage and on his own initiative he

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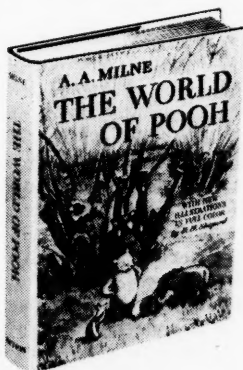
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With the most endearing pictures she has ever drawn, the author of the inimitable *Churchmouse Stories* tells of a little boy who joins a flock of barnyard hens. Illustrated on every page. Ages 4-7. Reinforced cloth. Sept. 30. \$2.50.

Just the Right Size

by Robin and Billie King

Illustrated by Robin King, author-illustrator of *Hundl is a Dog*. A little boy who wants to be big realizes he can see the wonders of the world that adults miss. Ages 4-7. Reinforced cloth. Sept. 26. \$2.25.

The Big Ones

by Inez Hogan

Illustrated by the author. A companion to *The Little Ones*. A chimpanzee introduces a dinosaur to the largest animals alive today and the dinosaur recalls what the big ones looked like in pre-historic times. An informative, very exciting tale. Ages 6-9. Reinforced cloth. Sept. 16. \$2.95.

Around and About

Rhymes by Marchette Chute, author of The Wonderful Winter, Stories from Shakespeare, etc.

Original silhouettes by the author. Good poetry written especially for young children is difficult to find. In a child's terms, these delightful verses cover the whole world of childhood, revealing the small child's thoughts, a small child's wonder. First published in 3 volumes, this choice selection fills a real need. Ages 4-8. Cloth. Sept. 23. \$2.95.

This Way to the Stars

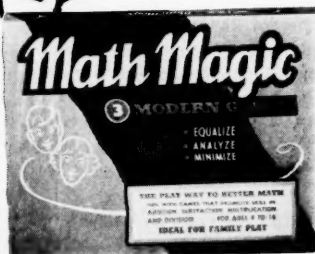
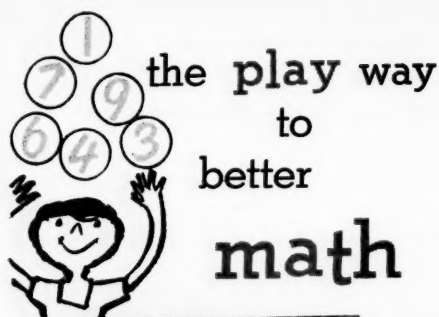
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BIG CATALOGUE: THE LIFE OF AARON MONTGOMERY WARD. By Nina Brown Baker. Illustrated by Alan Moyler. New York: Harcourt, Brace & Co., 383 Madison Ave., 1956. Pp. 115. \$2.75. Montgomery Ward's unique idea of a mail-order business directed to the farm trade and how it became a reality are told in *Big Catalogue*. His first attempt at such a venture was a total loss when the historic Chicago fire of 1871 destroyed much of the city. However, a second attempt was soon made and the first Montgomery Ward catalogue, consisting of a single sheet of items with no pictures and very little descriptive matter, went out the following spring. The second venture, supported by the Grange, won the confidence of the public and expanded into a big company—the biggest in its field—by the early 1900's. Montgomery Ward, with his creative and unique business ideas and his concern for the well-being of others, contributed greatly to the American way of life. Fifteen black and white line drawings illustrate the dress and customs of the times. *Ages 10-14.*

THE FIRST BOOK OF THE WEST INDIES.

By Langston Hughes. Illustrated by Robert Bruce. New York: Franklin Watts, Inc., 699 Madison Ave., 1956. Pp. 62. \$1.95.

Through tales of explorers, pirates and revolutionaries, combined with descriptions of the islands today, this book gives an over-all introduction to the West Indies—their people and their ways of living—as well as an understanding of the geography and history of the area. Likenesses of these islands with their trade winds, bright sunshine, palm trees, sugar cane and coconuts, blue green water, brightly colored birds and butterflies, fishermen and fishing ships are evident throughout the text. Yet each island is individual and different. The Spanish speech and rumba bands of Cuba, the English customs of Barbados, the traces of Africa in the "vodun" ceremonies of Haiti, and the turbaned Creole women of Martinique are but a few of the differences which make each island unique. Two-colored drawings add to the vividness of the book. *Ages 10-14.*

(Continued on page 40)

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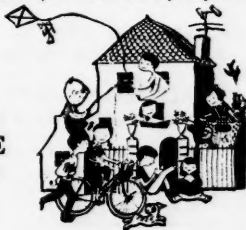
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Books for Children

(Continued from page 38)

MR. FERGUSON OF THE FIRE DEPARTMENT. By Ellen MacGregor. Illustrated by Paul Galdone. New York: Whittlesey House, McGraw-Hill Book Co., 330 W. 42nd St., 1956. Pp. 32. \$2. Mr. Ferguson, the Fire Department cook and shortest member of the force, was always too late to ride on the fire engine. Each time the fire alarm rang Mr. Ferguson hurried to get on the engine, and each time he was left behind because his short legs could not get him there in time. Then suddenly he had an idea. He went to the hardware store and bought a pole—a quite remarkable pole! Time after time he tried to use the pole, and time after time it proved to be a wrong-way pole until quite by accident Mr. Ferguson clutched the pole with his feet and slid down the right way. Then he discovered that he actually had a two-way pole—hands first you slide up, feet first you slide down. Gay illustrations in black and white and in color add to the ridiculous humor of the story. Ages 5-7.

STAR FOR A COMPASS. By D. S. Halacy, Jr. New York: The Macmillan Co., 60 5th Ave., 1956. Pp. 172. \$2.50. This exciting and rugged tale of Rod Story, a stowaway on his father's tuna boat, *The Blue Queen*, relates many of the problems and experiences encountered by Rod as he helps with the difficult and laborious work of tuna fishing. Providing bait, catching and landing huge tuna, icing and stacking fish, making friends with the crew, helping to solve a mystery, and saving a passenger's life—all help Rod to develop qualities of courage, endurance and loyalty and to become an accepted member of the fishing crew. *Boys of 10 to 14 years* will like the mystery and excitement.



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Books for Adults . . .

Editor, CHARLES DENT

SCHOOL PROBLEMS IN HUMAN RELATIONS. By Lloyd and Elaine Cook. New York: McGraw-Hill Book Co., Inc., 330 W. 42nd St., 1957. Pp. 292. \$5.50. Designed for use in workshops or college courses, this book centers on how to solve school problems relative to human relations. It is divided into three parts: Setting and Problem, Solving School Problems, The Teacher-Leader Role. Each chapter concludes with references and a problem-project outline. The book would be at its best when used with the planning and explanation of a group leader.

In teaching human relations, the big question is how to teach vicariously something that depends so much upon actual experience. The authors try to do this by presenting many case studies. By discussing these problems *pro* and *con* and by following the scheme of



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use outlined in the book, the student may gain a degree of insight as to how to deal with such difficulties when he is "in the field."

An interesting discussion technique is presented—the "alter ego" method. Here the students take on the roles of characters in a case study. One student speaks for the outward self of a particular character, while another takes on the role of the alter ego, telling what is really on the speaker's mind.

Reiterated by the authors, and shown by the case studies, is the realization that schools have an ever-expanding role of service in the community. This brings an accompanying wider range of problems in dealing with people. An apt conclusion might read: "Be prepared for anything."—Reviewed by James M. Ward, Public Schools, Austin, Texas.

YOUR CHILD FROM 2 TO 5. Edited by Morton Edwards. New York; Perma Books, 45 Rockefeller Plaza, 1955. Pp. 339. 35¢. The editor calls this collection of timely tips for parents of children ages two to five "a notebook on current opinion in an eventful field."

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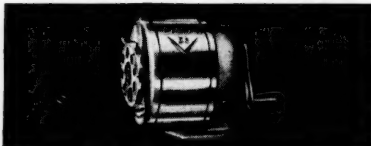


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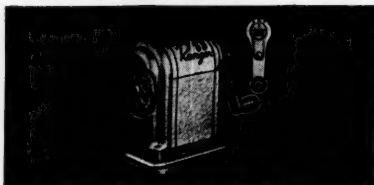
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has a catchy title ("Lifesaving Wonder Drugs Are not Always Wonderful," "Big Parties Are not for Small Children"), a brief introduction to state the article's scope and the author's point of view and usually a small illustration for emphasis. The material is presented in a manner designed to make parents less apprehensive and "lead to a better understanding of the child's reactions to the many difficult problems that he falls heir to in his growing up process."

Since the articles are gathered from a wide variety of authors and sources, no one point of view is expressed throughout. The book, in no way dogmatic, contains information which is practical and authoritative. The contents are indexed to provide ready access to information on a particular topic. Included is a list of national organizations which offer help to parents of children in this age group.

While written for parents, nursery school teachers will also find this book helpful. It can serve to keep them aware of current thought in the field and provide them with a source to which to refer parents for help and guidance.—Reviewed by Laura Becker, graduate student, The University of Texas, Austin.

HANDBOOK FOR TEACHING OF CONSERVATION AND RESOURCE-USE.

Prepared by National Association of Biology Teachers in conjunction with American Nature Association. Danville, Ill.: Interstate Printers and Publishers, Inc., 1955. Pp. 499. \$4. Prepared by two hundred teachers from thirty states under the leadership of Richard L. Weaver, University of Michigan, this is a definitive source of methods and materials for teaching conservation and resource-use in elementary and secondary schools.

The handbook first develops sound criteria for teaching conservation and resource-use of the biotic environment and then proceeds to such fundamental questions as: "How and Where Can I Get Help to Teach Conservation?" "How Can I Start Teaching Conservation?" "What Can I Do in the Classroom to Teach Conservation and Resource-Use?"

Eighty-two pictures of actual methods used in the public schools illustrate the text. Experiments, demonstrations, projects, field trips and units developed on all grade levels are described in sufficient detail that teachers may borrow from the practices with confi-

dence. A comprehensive appendix contains sources of free and inexpensive materials, including state organizations; a conservation bibliography; a list of conservation films and filmstrips.

This book is a "must" for every biology teacher, and should be included in the library of all elementary and secondary schools. The *Handbook* may be ordered from R. L. Weaver, P. O. Box 2073, Ann Arbor, Michigan. A twenty per cent discount is offered to schools. —Reviewed by Theodore W. Munch, assistant professor of science education, The University of Texas, Austin.

YOUR CHILD'S SPEECH. By Flora Rheta Schreiber. New York: G. P. Putnam's Sons, 210 Madison Ave., 1956. Pp. 256. \$3.50.

This volume contains ten fast-moving chapters grouped under three parts. Part I develops the premise that children talk like their parents and traces the development of speech in infants from random vocalization to purposeful speech. Part II utilizes one chapter for each of the first five years of speech development in the child. Part III deals with the child who develops speech slowly, the child who has

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a speech defect, and the speech development of the gifted child.

Throughout the book, Miss Schreiber is beset by two apparent incompatibilities. She wants to make certain that her parent readers, to whom this book is primarily addressed, understand that speech in different children makes its appearance at different ages. She wants to demonstrate how each year—yes, even each half-year—represents a distinct advancement over the preceding one. Parents, upon discovering similar or dissimilar speech developments between two children of identical or varying ages, should not jump to the conclusion that their child is mentally retarded, deaf or both.

Whether the reader finds all the ideas expressed in *Your Child's Speech* acceptable in terms of his own observations of growing children is an individual matter, but it would be difficult to imagine that he would find the book uninteresting or non stimulating. Its style is dynamic, captivating, yet so very simple.—Reviewed by Grover A. Fuchs, assistant professor of speech, The University of Texas, Austin.

SIX CHILDREN. By Estelle J. Foote. Springfield, Ill.: Charles C. Thomas, Publisher, 301-27 E. Lawrence Ave., 1956. Pp. 317.

\$5.50 Occasionally books are published which might have remained in locked files, safe from critics' eyes, unavailable to confuse or miseducate the unwary. *Six Children*—children of unusual "training" or "cultural background," the emotionally maladjusted, the brain injured, "quick-thinking" and "slow-thinking" children—is such a book. Teachers or administrators, minimally trained in clinical child psychology, will find it a hegemony of material—some wise, some accurate, much erroneous—presented without adequate attention to pertinent modern or basic scientific research. Specialists will be disturbed by the profligate expressions of personal opinion, by misstatement or misinterpretation of fact, by inaccurate definition and use of technical terms—in short, by inattention to accepted standards of psychological writing. The modal and median publication year for the twenty-seven references cited is 1923.

The distinction between "quick-thinking" and "slow-thinking" children is, at best,

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euphemistic; more accurate designations are "rapid developer," "slow developer," "intellectually superior" and "intellectually sub-normal." After all, the *idiot savant* is "quick-thinking" in an area. The "correlation charts" shown for individual cases are really inadequate profiles of test scores plotted against unspecified norms. Stating that an IQ of seventy represents seventy per cent of average intelligence is inaccurate; IQ's are not equal units on a linear scale. Reference to "... the herd instinct ..." is reminiscent of the defunct social psychology of 1910. Other important deficiencies exist.

Few books merit outright condemnation; *Six Children* is no exception. The type face and paper are attractive; characteristics listed under "Differential Diagnosis" for each child seem passably accurate; "Discussion and Advice" sections display practical wisdom suggesting that the author's understanding of children, parents and teachers transcends her knowledge of clinical psychology.—Reviewed by John Pierce-Jones, assistant professor, Department of Educational Psychology, The University of Texas, Austin.

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OUR SCHOOLS PLAN SAFE LIVING. *Washington, D. C.: National Commission on Safety Education, National Education Association, 1201 16th St., N. W.* 1956. Pp. 32.

75¢. Ideas for every member of the school team are presented in this bulletin on teaching safety as a way of living. The challenge of changing times—of more and faster machines and highways, new and more powerful tools, unfamiliar products and processes—is provocatively presented, along with a wealth of specific suggestions for learning activities. An unusually attractive and functional format makes reading this a pleasure.—H. C. W.

THE CHILDREN WE TEACH. *By Nina Ridenour. New York: Mental Health Materials Center, Inc., 1790 Broadway.* 1956. Pp.

56. This bulletin for parents and teachers gives practical what-to-do suggestions for many of the problems which arise as children grow toward maturity. The bulletin is written in a light and humorous vein, but it approaches difficult problems with common sense and sound advice. What teachers may do to help the show-off, the unpopular child, the bully, the child who uses bad language, the child with trouble at home, and other children with problems is clearly set forth. The bulletin not only emphasizes the role of the teacher as a guidance worker but gives much

practical advice on how he can play that role effectively. This material originally appeared in *The Grade Teacher*.—Reviewed by AFTON DILL NANCE, *Consultant in Elementary Education, California State Department of Education, Sacramento.*

RESEARCH RELATING TO CHILDREN.

By Clearinghouse for Research in Child Life, Children's Bureau, U. S. Department of Health, Education, and Welfare. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office.

Pp. 124. 60¢. Descriptions of major research relating to children now under way in the fields of physical and motor development, intelligence, behavior and personality, education, health services and social services are brought together in this publication, which is now issued twice a year by the Children's Bureau. This is an invaluable tool for students and research workers.—H. C. W.

LATIN AMERICA IN BOOKS FOR BOYS

AND GIRLS. *By Children's Book Committee, Child Study Association of America. Washington, D. C.: Department of Cultural Affairs, Pan American Union.* 1956. Pp. 23.

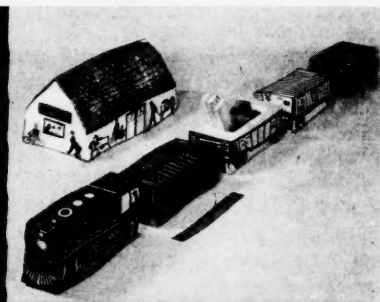
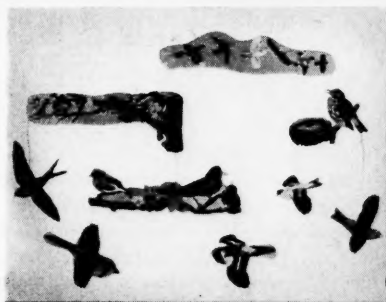
This annotated bibliography of books about Latin American countries should be useful to teachers who share the committee's purpose of "bringing to children of the Americas a richer understanding and appreciation of one another." The 300 titles, selected for accuracy and lack of bias, represent both story and factual material. Titles are arranged in age groupings, from those for children under seven to those for children over twelve.—H. C. W.

AN IDEA IN ACTION: NEW TEACHERS

FOR THE NATION'S CHILDREN. *Washington, D. C.: U. S. Department of Labor, Women's Bureau, Pamphlet 2.* 1956. Pp. 37.

20¢. Here is a progress report on the various types of accelerated teacher-training programs which have been developing over the country to recruit and train mature college graduates for the teaching profession. A brief description of the program, minimum qualifications for entrance, and the name of the faculty member to consult are given for each of the more than 100 institutions where programs have been established to prepare this group to meet teacher-certification standards in their states as part of the effort to alleviate the teacher shortage.—H. C. W.

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(continued from page 3)

optimum degree of anything; and only those people who are sensitive to the negative as something to move away from find themselves going as far and as fast as they can in the opposite direction. We must learn what NOT to do and what to DO about the environment. In an environment which is crowded, as it is in many of our schools, some good things do not happen. There is not enough living space. Almost every positive is related to some negative. Too much crowding is not enough space, is it not? And we need to see that by looking at those two things together we get a hint of what to do. If it is too much crowding, not enough space, we must provide more space and reduce crowds. It is that kind of simple orientation that sometimes gives us a cue to problem solving, and that is better than being told what to do.

Understand Drives of Growing Organism

We need to learn to understand children themselves—their developmental needs. How can we contribute to fulfillment if we do not understand the dynamic drives of the growing organism, the personality, as it seeks satisfaction in whatever way it can, as best it can, and in so doing makes its best better? It is out of the birth cry that language develops. It is out of the random movements and then the creeping that the walking and the coordinated skills develop. We must understand that the drive to reach and the drive to grasp, the drive to communicating, the drive to form, are basic, inherent, organic human drives. The drive to love is another. It is out of those drives that personality is shaped and skills are developed creatively. When we proceed *mechanically*, out of relation to children's drives and needs, we get "dead-end" learning, not developmental learning. We must learn and understand that. If the learning is motivated by incentives which are out of relation to intrinsic drives, the behavior is "dead end," because the motivation does not carry over. A need is really a deficit of something that the organism is reaching for and

searching for. This need, this internal drive of the organism, is the basis for the possibility of satisfaction, the possibility of awareness on the part of those who are concerned with children's development. Consequently we watch the manifestation of drives, needs and lacks in order to be aware of what we can do for child development.

We must understand the whine, not just stop it. It is a cue to some need. It may be a cue to the need for warm acceptance. It may be a cue to the need of release from discomfort. Whatever it means, it must speak to us. The language of children's needs can be interpreted only by those who understand behavior even before it is articulate, when it is still a whine, a groping, and not a skill. As we respond to these drives and these needs we must channelize, channel or guide, the action or behavior of children in ways which make for forward adjustment.

The word "channelize" is a little bit unusual. I got it from the psychologist, Gardner Murphy. Much that we need to learn about children we can get from psychologists, but not all. Some things we must get from working with children, some from sociologists and some from anthropologists. They did not give me those in my pre-service training. That is why I went on seeking and learning. What I had was not enough. We must learn more after we get diplomas, degrees, certificates and contracts.

I have found Gesell, Piaget, Murphy, Cantil, Allport and Havighurst very much more helpful than the earlier psychologists who emphasize the fixing of habits. Children's learning is and should be more flexible than conditioning. It should not proceed without cultivating aspirations and creative capacities. It should have forward reference but should also provide immediate satisfaction. These things are clarified by Prescott, Plant, Frank, Hymes and Lowenfeld.

Developmental Sequence of Learning

All children who have normal musculature learn to walk, but not by walking lessons—not even by following verbal directions or instructions about the elements of walking movements. They try out their limited powers

as means to satisfactions. They reach for things, they kick to free themselves of restraints, they attempt to climb, they creep and reach to get objects of their desire; in the course of all this they learn and develop their powers to the point where standing, toddling and walking become possible. They cast off creeping when it becomes less effective after they have developed the coordinations which creeping launched to the point where rhythmic walking and running are possible. If we understand the developmental sequence we do not press anxiously for skills. It is not a matter of conditioning. We must understand that.

Importance of Expectancy

We must also understand the importance of expectancy in learning. Gesell and Murphy both talk about how, in the warm variable climate of the home, infants and young children learn to expect to be fed, expect to be listened to, expect to be cared for, expect to go to bed. Some children fuss about it, and what they need to learn is the right expectancy. This is very important. A child learns to expect reality and to accept it flexibly. He learns not to fuss about the inevitable, to adjust to the channelized business of going to bed, not necessarily by doing it exactly the same way every night. There can then be an exception when Grandmother comes from far away without upsetting the child. When habits are fixed by conditioning, the child is spoiled by the exception. The difference is important. Regimentation is a conditioning process. Expectancy is what the infant uses in adjusting to the regimen of his life, in knowing when the bottle comes what comes next, in knowing when the bath water begins to gurgle what comes next, in anticipating. And it is by that forward adjustment to coming experience that the child really becomes "at home" in his life, in his world. We must understand that these flexible expectancies have to be set up. That has very practical bearings for schools. For instance, I saw the emotional temper change in a school when, instead of ringing the bell at the hour, they rang it a minute ahead of time and told the children, "The bell says it's almost time." Then they expected and composed themselves. They moved instead of "fussing" or rushing to where they were going.

There are so many phases in school living in which the child must learn to look ahead. He needs to learn to stretch and adjust his expectancy. One minute is not very long, but you have to learn to expect in terms of the realities that have to be met. That is a basic life adjustment that is very fundamental, at least as fundamental as the three R's. It even has to do with the three R's.

Many Related Learnings

One wonders how people ever arrived at the notion that there were only three things fundamental. We must learn that there are many more; that they are not all learned in separate categories, as subjects in books. Most of them are learned functionally in the process of doing something; we must learn that there are very few specific learnings that are learned better one at a time. We confuse children by separating related learnings. That explains why children say, "Are you going to mark for Spelling, or is this just Composition?" "Do we have to write this nicely, or isn't this Handwriting?" Education will be improved when we put things together that should be learned together and let the learnings reinforce each other and function. They do not then become "dead-end" learnings, in compartments unrelated to life, filed for storage but unrelated to life.

We must relate ourselves and the child's behavior to other children. Only thus is the child going to feel safe and secure with other children, outgoing in his human relations. Infantile security in the bosom of the family needs to be expanded to security with peers, security with neighbors, security with community. Acceptance in the family needs to be expanded to acceptance by peers, acceptance in the classroom. The woman who told me she was going to give her child kindergarten at home did not understand. She had one child. She hovered over him. What he needed more than anything was peers to work with and not the ABC's. We must understand that you do not do a developmental job when you start too soon to do such things. His mother could have given premature priority to symbols in isolation from meanings at the very time when priority should have been given to direct experiences in social living. Why? Not because I say so in contradiction to what Flesch recommended, but

because such direct experiences are the developmental resource which makes all language learnings meaningful. They are a spur to oral communication which develops concepts that are expressed and recorded and identified. Gross recognition then becomes a dynamic spur to the finer discriminations on which a meaningful approach to reading depends. We the teachers of young children developed in American schools the first juvenile reading public to stimulate the development of a demand for books, children's libraries, a profession of authors and illustrators of children's literature, a literate rising generation. We did this when we got away from elements first, to meanings first, to ideas and stories and then, of course, to analysis and skills, and to satisfaction in and through more reading and self-selected reading. It is hard for some people to understand that, but there are statistics to prove it, in spite of the fact that some critics would have us go back.

Developmental Learning vs. Logical Learning

We as teachers must learn to understand all this developmentally and to help others understand how, when we begin with experience, experience gets put into words; the words get spoken; they get recorded; and then they get identified as phrases, as sentences, as statements, before they are "learned" as words, sounds or letters. Of course, it can be done the other way, but we should not upset the order of developmental learning and substitute the order of mechanical, logical learning. We should not expect the child to approach learning from the standpoint of an adult. When we do, we must motivate artificially and use pressure. We need to learn the patience that begins with the developmental way and pace it to individual needs.

Learning from Inference

We also need to understand that children learn a great deal from inference, from insight, not from instruction and direction alone. Much of their early communication is learned by inference from hearing communication in the social medium of the home. Research has told us how many thousand words children use before they get held down to the vocabulary of a pre-primer that leads

into a particular primer. Instead of getting prematurely anxious about word recognition, language should be used in communication which gets enjoyed, set down, interpreted, so children know how to expect besides lessons in a basic reading series.

Some stories about children that will help us to learn how they feel about this:

I said to one little fellow in Missouri, "So you are in first grade?" He said, "Yes." "And you are learning to read?" He said: "Well, not exactly. We've got a book that you have to do before you read." And then he added, "Do you know my teacher?" When I said, "No," he went on, "Alright, then I'll tell you something." I listened, and I understood when he said: "She told me I couldn't read that book through 'til Christmas, and I did already. She said I lied and I didn't. She lied." I said, "Why did you read the book through?" "I wanted to see if there was anything in it but just pictures and words at the bottom." I brought him a humorous book and said: "Come on, let's have fun. When you know how to read, you'll be doing this by yourself." He cuddled up close to me in one of those lovely big Boston rockers. I put my arm around him, and he listened attentively. Every now and then he would say, "Where did it say that?" and I understood. He was trying to read; but I did not say, "Now I'll teach you." No! I just showed him "where it said that" and read on and on. He kept asking, "Where did it say that?" When we came to the end of the book he said: "Oh boy! Some day I'll be reading books like that!"

A little boy in Georgia was asked by his aunt, "How are you getting along at school?" He said: "Well, not so good. We just go over and over things in a lesson book. How many of those do you have to read before you get a book with real stories in it?"

We put too much confidence in our didactic set-down instruction. We push people around with it, and when they are pushed around they do not get a chance to go where they are going. Once when I was on a New York subway, I was fortunately, mysteriously, the first one to enter an empty coach. A man behind me was evidently conditioned to expect crowds. He put his hand on my back and began pushing

me through that car. Three seats before the far end I twitched, and something surprising happened to him! I would like to see some children twitch when they are pushed! That might help people who push to understand that pushing around is not the best way to get children into reading. When a child says, "Oh boy! Some day I'll be able to read a book like that," it is not the result of being pushed around. The youngster who is not pushed around is more responsive to guidance. He gets further, he reads more on his own and learns to select more intelligently and read more purposefully. In other words, his schooling is *educating* him, not just pushing him around.

We must understand how much of learning is a matter of inference from situational experiences; and we must learn how rich direct experience is in enlarging meanings, in giving people urges to read, because they have had experiences which make the reading meaningful.

Learning without Lessons

We certainly must learn to keep the native capacity of the child to learn from experience *growing*, instead of letting it languish by giving him everything in lessons. I saw a seven-year-old child listen to two new records, musical records. The first one she just listened to. Nobody said a word. She was at home with her mother and me and her little brother. She listened in a relaxed way in her chair. When the next record came on, her whole posture changed! She sat up as though something had struck her. She listened, through the whole long-playing record, and then said, "Mom, would you play that one again?" Her mother complied and then, without a lesson, without a direction, without instruction—and she had none previously—she got up and converted that new record into a beautiful dance. I wish you could have seen it. She felt the music and converted it into motion. Oh, what children can do! But I heard someone, in attempting to teach a group of four year olds a dance, start by saying, "Rotate your left hip." She could have said, "Make a circle on the floor," and the hip would have rotated. She could have let them interpret freely. She did not understand. We must learn to understand how children can rise to a situation. We may say not all children can do that. Those

who start to move awkwardly can be helped and guided, but let us not think we must tell them all, show them all, beginning with elements and resorting to repetitious formal instruction. We can facilitate learning by letting children respond to the stimulus of music, of color, not by showing them exactly what to do.

Oh, there is no time for me to tell you the stories of what happens to children's creative spontaneity when they draw around patterns or "color in"! According to Lowenfeld's research, that is the way to kill creativity, not develop it. All this has a very practical bearing for us. It has to do with those stencils we use and those Hallowe'en ghosts that children are told to trace around and with the "coloring in" of workbooks. I won't belabor the point, for adults can learn from inference too.

Help Children Learn by Experience

We must learn to help children learn by experience even when experience is not planned. I have seen it done beautifully. I have even seen a mess used as an experience in cleaning up. I have seen an accident used as an experience in learning how to play safely. I have seen a bare room used as an experience in making a bare room beautiful. I could go on, but there is no time. Experience can stimulate curiosity, thinking, questioning, asking, expression. As teachers we can guide experience developmentally—not rely on stereotyped methods, orders and regimentation.

We must learn to understand and recognize developmental sequences so that we do not expect too much, give instruction in the ABC's or formal phonetics prematurely. Let us not go back fifty years because some people adhere to the memories and traditions of their childhood. New insights based on studies of learning and development are better guides. From them we can learn to pace learning, to evaluate children's responses, to evaluate curricular expectations, to evaluate criticism of what we do, instead of getting scared out by people who do not really understand.

Apply Science of Child Development

There is so much to understanding children as children. We must learn more and more to

encompass our needs to meet their needs, because there comes our satisfaction. But all that must be channeled and applied to the particular children, to all the individuals who come within our responsibility. All the book knowledge and learning about child development that stays stored in your memory of a course or workshop can come alive if you begin to channelize it, to test it in action and let it grow as you see children. The actual contacts with children are the places in which our *science* of child development can be transmitted into an art of application. Some people just know their science. The professional people who are creative apply science artistically. We need to learn that, and we do not learn it by blindly following some ready-made method.

Open Way for ALL Children

We must aspire to understand individuals, their differences, not just to section them. That is not providing for individual differences. It is an attempt to deny the need for such provision. As I remember it, when I was a classroom teacher—and I was an elementary teacher for seventeen years—I found it necessary to work with children as individuals. Some were gifted, some were slow learners, or problems. I had to encourage Bernice, who lacked self-confidence. I had to give Donnie those extra books he wanted to read, because he loved reading. I had to let Abner begin with easier books and to help him more. I had to give Arthur a chance to experiment. I had to take Jimmie to the art museum with the whole class but pay particular attention to Jimmie on that occasion because he was wild about knights and knighthood. I had to read parts of *When Knighthood Was in Flower* to the class and encourage Jimmie to go on with it on his own. That was in 1916. And then, two years ago, when I was directing a workshop on the gifted child, I picked up the current issue of *Time* and saw Jimmie's picture and read that Jimmie—now known as James Rohrheimer—had been named director of the Metropolitan Museum. When interviewed for the *Time* article, Jimmie said, "When I was nine a teacher interested me in knighthood."

Now, Jimmie did not have a tag on him saying, "I'm the future director of the Metropolitan Museum." We must open the way for *all* children to develop their special as well as their general potentialities; but to do that we must learn what makes them click, what makes them flower, so that their uniqueness and promise can be realized, instead of just being potential. We must realize how mass handling and regimentation miss and mangle individual aptitudes and needs. Even if you do have to handle some learning in groups—and I know you do—that does not say that there is nothing in the individual touch and the personalized guidance of groups. There is a kind of impersonal management that violates and deadens individual initiative, as well as dynamic group involvement. When children find what they are to do from orders, they do not listen to the still small voice inside, they do not learn by discovery, they do not find themselves.

Now where we can learn all the things which were not part of our pre-service training? It is never too late to learn. The frontiers of child development are not old frontiers. Some things must be learned in action. We must discover them in our classrooms, and then when we run across them in books or in magazines they mean much more because they were also in our experience.

Go Beyond the Best

But listen, folks! We need to be lifted to the level of aspiration which enables us to learn creatively beyond books, beyond facing our problems, beyond our learned habits and skills. We must go beyond the best we have ever done, and that is why we go to conferences and work together in study groups. That is why we realize what a wonderful thing it is to have access to the fellowship of all those who come together with the aspirations and concerns that find expression in our array of study groups, as well as in other phases of our conference activities. We have the need to learn, the urge to learn, the resources for learning. *WE must learn*, that all children may learn.

Over the Editor's Desk

Dear Readers:

"KNOW THE AUDIENCE FOR WHOM YOU edit," said a journalist speaking to an Educational Press group recently. "Have a direct pipeline to the readers."

This "direct pipeline" for us at ACEI has taken the form of visits from many of you to Headquarters (we wish it were possible for more of you to come), work in ACE Branches in the field, attendance at conferences, talks with you in schools, homes and, yes, even my recent brief contacts while vacationing in Pleasantville, New York, and Longmeadow, Massachusetts.

Headquarters Visitors

Imagine our delight in being host to Fernand Nathan, editor-printer from Paris, whose establishment was visited many years ago (and for a good many years children have enjoyed large pictures and books purchased in his shop—actually, kindergarten children in Oakland, California, still look with inquiring eyes at the same prints)!

An educator from Afghanistan came for materials that would guide him in setting up a kindergarten. A Virginia church school worker (with learnings from theory classes at a liberal arts college) came for a practical, additional boost—ACEI publications.

Then two teachers, Mrs. Dora Swanson and Mrs. Ruth I. Chandler, from the environs of Gillette, Wyoming, thrilled us with a visit. They brought snapshots and accounts of children in their one-room schools, life in a teacherage, and community activities in the nearest town. Fifty years of service to children have been given by Mrs. Chandler, and for quite a number of these years she has been a reader of CHILDHOOD EDUCATION and ACEI bulletins. (She told us that she has two subscriptions to CHILDHOOD EDUCATION and confided this was because she needed to subscribe to an "outstanding magazine" in order to maintain homestead rights in an Iowa town.)

ACEI Booth in Philadelphia

Then there was the splendid opportunity to meet more readers of our publications while Frances Hamilton, some Branch volunteer workers and I "manned" the ACEI Publications booth at NEA in Philadelphia early in July. It was heartwarming to watch you, the readers, as your eyes fell upon a familiar blue-covered magazine, announce, "Oh look, here's CHILDHOOD EDUCATION. We take this at our school." Or, as one of you said, "Now HERE is what we asked our principal to subscribe to." "We used this (*Discipline* bulletin) in our Workshop."

In talking with you we had an opportunity of getting to know you and your needs better. Thank you for your offers to work on ACEI committees, your generous accounts of your Branch activities and your enthusiasm for wanting to initiate Branches in your community. These are the kinds of "direct pipelines" we need.

Vacation Contacts

Pleasantville, New York, is a quiet village and not far from Mt. Kisco where summer plays are given in a barn. (*Barns*, I should say, and it means just that—one for horses and one for summer plays.) When one sits in the rafters one views the entire stage and knows how the Little Red Hen felt when she balanced herself on a rafter and watched the Fox spin 'round and 'round. After conquering this feeling one can ready oneself to concentrate on the play. If the play is in a lighter vein and well cast, it is literally true one can lean back and make the rafters ring!

Then there was Sarah Lawrence College, Bronxville, New York, where the Danforth Lectures were offered. Norman Cousins, editor of *Saturday Review*, talked on hydrogen bomb development, radio-active strontium (fall-out) and its effects on humanity. He packed such a potent blow, one came out reeling—feeling a little stunned for some time.

"Where does the 'direct pipeline' analogy fit," you say? The flow is two way in a

pipeline. It was in Bronxville I found art work of children (you will see later) and a poem to lift the souls of readers of CHILDHOOD EDUCATION.

Longmeadow, Massachusetts—Glen Arden in particular—is one of the residential beauty spots of New England near Springfield which makes an ideal hub for vacation activities. Renewing friendships of ten years ago is pleasant. We were a few minutes' drive from the golf course and this amateur tried the art long lost; namely, "whacking" that little white elusive ball. Conversation around the Club was pointed to someone who had lost four balls in the pond near the sixth hole. Then imagine this beginner's thrill to get the ball over the pond in "one fell swoop."

The pipeline is two way here, for Mrs. Dwight Ellis, Girls Club of America, a new acquaintance with similar interests, is sending materials in exchange for ours.

So I feel the journalist who said, "Know the audience for whom you edit," uttered some wise words. Thank you for these many opportunities. These face-to-face relationships are the best way to know you and learn what helps (and what does not help) you to work with children.

Best wishes for a good year!

Sincerely,

Margaret Rasmussen

NEXT MONTH

October Issue

"We as Adults Build Inner Resources"—the month's emphasis—will be given consideration within the 1957-58 larger theme: *That We May Explore Resources for Learning.*

Glenn Barnett, University of Texas, Austin, leads off in the editorial, "Sound Barriers to Creative Teaching."

Ford Lewis, First Unitarian Church, Stockton, California, proposes that in achieving emotional maturity adults recognize it is never too late to change in "Learning to Live with Ourselves."

"Green Isles in the Sea" are experiences which restore and refresh Mary Harbage of *Scholastic Magazines*, New York. It sets us thinking of ways to see new values in daily living.

James S. Tippet, poet and educator, Chapel Hill, North Carolina, writes in prose and poetry "To Wonder and Ponder."

Lorrene Love Ort, Bowling Green State University, Ohio, tells how children identify with stories and gain in understanding themselves in an article, "Getting to Know Me."

In "Changing Perceptions of Self," Hugh V. Perkins, University of Maryland, University Park, describes a study of self concepts of fourth and sixth graders.

"Kindergarten Primary Blocks," by Walter R. Cannon, Community Consolidated Schools, Evanston, Illinois, gives dimensions for home-made blocks.

The "Concerns for Children Are World Wide" article is by Edward A. Welling, Jr., Venezuela, South America.

1957 revision of ACEI's popular general service bulletin

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ACEI's newest membership service bulletin, *Creating with for Work and Play*, takes the form of a portfolio of twelve leaflets designed to help teachers, parents, recreation workers and others as they work with children. Leaflet titles and authors are listed below.

Drawing and Painting Materials	HOWARD A. SLAUGHTER
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Doll Play and Other Dramatic Play	MARGARET T. HAMPEL
Block Play and Accessory Toys	ESTHER SWAIN
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Masks and Simple Costumes	VIOLET TALLMON
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